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ABSTRACT

The West Virginia Board of Education and state superintendent of schools directed the preparation of this document as the result of a court opinion (Pauley v Bailey) holding that the system of financing West Virginia public schools was unconstitutional, and requiring the development of a master plan for a thorough and efficient system of education. This plan proposes to improve the quality of learning and teaching and to assure equal educational opportunities in West Virginia public schools. Its chapters describe standards for high quality educational programs and services; required administrative and instructional practices, personnel, facilities, and materials, supplies, and equipment; possible methods of funding; and accountability measures. A four-phase timetable calls for full execution of the plan by the year 2000. It is intended for use by the West Virginia Legislature and Board of Education in determining statutory and policy changes; for determination of school education needs, legislative budget requests, and school planning and accountability; and for the provision of standards to identify needed changes. (Author/DCS)

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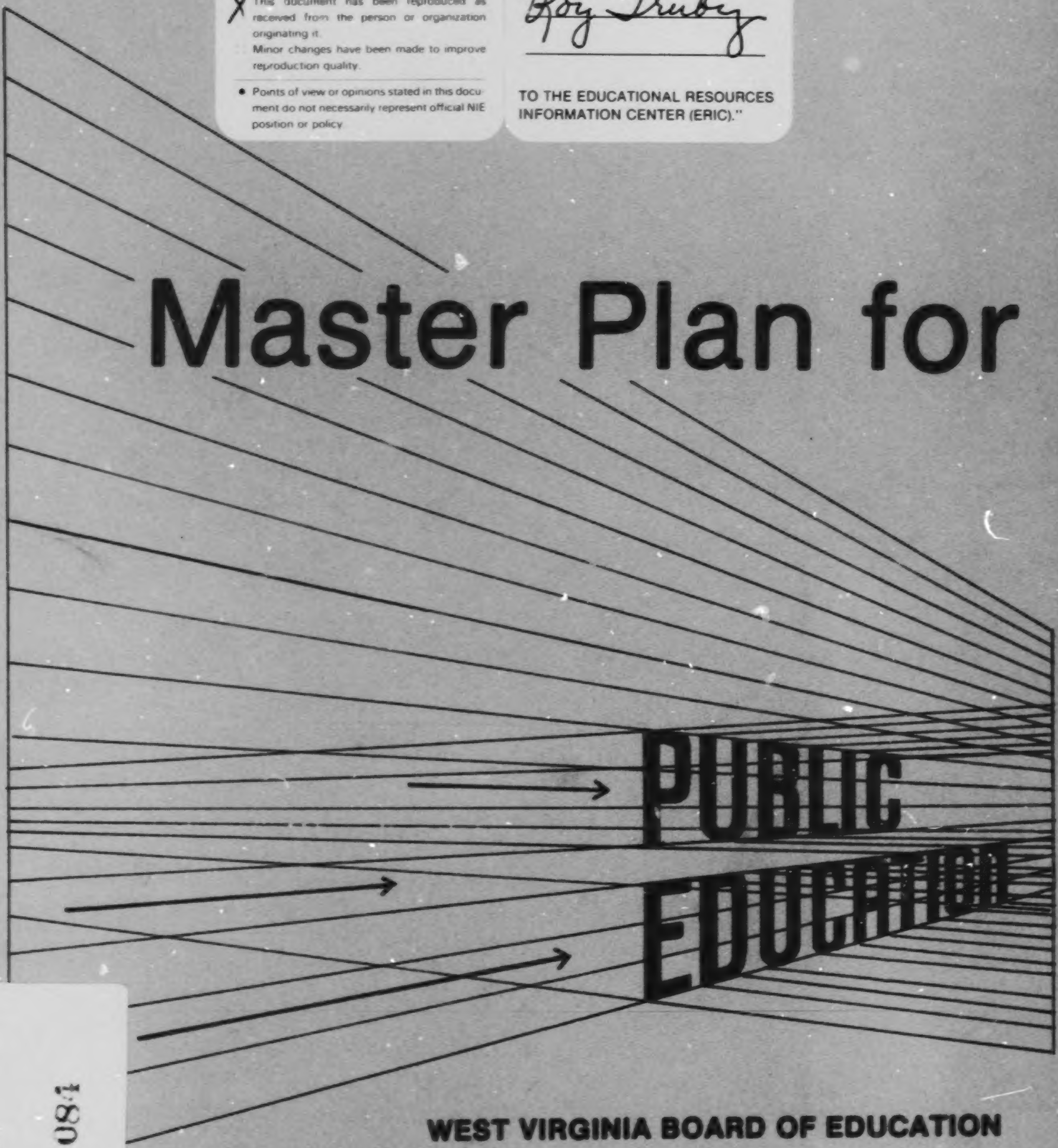

Master Plan for

PUBLIC EDUCATION

WEST VIRGINIA BOARD OF EDUCATION

EA 017 084

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A Master Plan for Public Education

*Including the Final Order of the Circuit Court of
Kanawha County in *Pauley v. Bailey*, March 4, 1983

1983

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Board President

WEST VIRGINIA BOARD OF EDUCATION

FOREWORD

This major plan is the result of a comprehensive court opinion *(Pauley v. Bailey)* holding that the system of financing public schools in West Virginia is unconstitutional and directing that a master plan for a thorough and efficient system of education be prepared under the direction of a commissioner.

When the role of the commissioner was placed with the West Virginia Board of Education and the state superintendent of schools, an advisory committee of ninety-nine representatives of the public and private sectors was established. It formed into three subcommittees, which were organized into working or writing committees. The information then flowed back from the working or writing committees to the subcommittees to the committee at large. As the plan neared conclusion, the three groups reunited into one, and through hard work and dedication met an almost impossible timeline.

The coalition of the best ideas and practices of educators and lay citizens to help produce this major plan was a process of dedication and cooperation that probably has no equal. In just seventy days, the advisory committee accomplished this difficult assignment.

The State Board of Education received the recommendations of the advisory committee and expressed its greatest commendation to the committee members, noting that most of the recommendations of the committee would be incorporated into the master plan.

Deepest appreciation is extended to the members of the advisory committee, to the deputy state superintendent, the assistant state superintendents, and staff of the department of education. All can be justly proud of their part in establishing in this document a plan for an equitable and a thorough and efficient system of public education.

James P. Clark
James P. Clark
State Board President

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ACKNOWLEDGEMENT

The state board hereby acknowledges, with sincere appreciation, the exemplary work of the *Pauley v. Bailey* Advisory Committee.

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A MASTER PLAN
FOR A
THOROUGH AND EFFICIENT SYSTEM OF
PUBLIC EDUCATION IN WEST VIRGINIA

The West Virginia Board of Education believes in a high quality system of public education for West Virginia and in equal educational opportunities for all public school students. Equal educational opportunities include, but are not limited to, comparably high quality curricular programs, school personnel, support programs, school facilities, and materials, supplies, and equipment. This master plan provides for a thorough and efficient system of public education in West Virginia and for equal educational opportunities.

DEFINING A THOROUGH AND EFFICIENT SYSTEM OF EDUCATION

A thorough and efficient system of education requires equality of substantive educational offerings and access to related services for all children and does so without waste. Providing such an educational system is a goal toward which the West Virginia Legislature, the West Virginia Board of Education, the West Virginia Department of Education, and county boards of education should strive. A thorough and efficient system of education produces students who at the end of their public school experience are competent in functional skills, are prepared for the next academic or occupational level, and are aware of the necessity to develop habits and skills leading to a healthy and safe life.

Specifically, a thorough and efficient system of education, as recommended by the best educational expertise available in West Virginia and approved by the West Virginia Board of Education, shall develop in students to their capacity:

1. skills in reading, writing, spelling, perceiving, speaking, listening, adding, subtracting, multiplying and dividing numbers, and using reference materials;

2. the knowledge of governmental, social, and economic systems in order to make informed choices;

3. the knowledge, skills, and attitudes required to function successfully in advanced academic and technical training programs and useful occupations;

4. the knowledge, skills, and attitudes necessary to develop self-esteem;

5. the knowledge, skills, and attitudes related to the creative, visual, and performing arts to enrich the quality of their lives and provide an understanding of their culture and heritage;

6. the knowledge, skills, and attitudes related to science and technology, rational decision making, and creative problem solving in order to function successfully in a high technological society; and

7. The knowledge, skills and attitudes related to health, safety, physical fitness, and recreation necessary to maintain an active mind and body.

Through the framework provided by the seven goals stated above, a thorough and efficient system of education will be established in the West Virginia public schools by developing state and county comprehensive educational programs which provide (1) high quality educational programs and access to related services for all students, and (2) the opportunities for all students to achieve specified learning outcomes in each curriculum.

LEGAL BASIS FOR THE ESTABLISHMENT OF THE MASTER PLAN

In 1979, the West Virginia Supreme Court of Appeals remanded with directions the case of Pauley v. Kelly to the Kanawha County Circuit Court. The trial court was ordered to determine whether the Lincoln County public schools in particular and the West Virginia public schools in general were providing a thorough and efficient system of education required by Article XII, Section 1, of the West Virginia Constitution. Because of the election of a different treasurer for the State of West Virginia, the title of the case was changed by the court to Pauley v. Bailey.

On May 11, 1982, the Honorable Arthur M. Recht, Special Judge, Kanawha County Circuit Court, issued a comprehensive opinion holding that the system of financing public schools in West Virginia was unconstitutional and directing that a master plan for a thorough and efficient system of education be prepared under the direction of a commissioner. On September 1, 1982, the court issued a supplemental opinion placing the role of the commissioner with the West Virginia Board of Education and the state superintendent of schools. The court recommended that the master plan be developed in cooperation with a committee comprised of educational specialists, representatives of several educational organizations, and members of the general public.

A ninety-nine member advisory committee was appointed by the West Virginia Board of Education in cooperation with the state superintendent of schools and counsel for the plantiffs. The primary responsibility of the committee was to develop a master plan which included the following:

1. suggested high quality standards necessary for a thorough and efficient educational system;

2. suggested timetables when the standards should or could be in effect; and

3. suggested methods by which the resources to guarantee the delivery of these standards would be provided.

The recommendations of the advisory committee were received by the West Virginia Board of Education. The board extended its thanks and commendation for a job well done, noting that most of the recommendations of the advisory committee were incorporated into this master plan.

SCOPE

The major purposes of this master plan for a thorough and efficient system of education are to improve the quality of learning and teaching in West Virginia public schools and to assure all public school students equal educational opportunities.

The master plan is educationally sound since best practice and educational research were considered. Factors affecting student achievement were of particular concern and were included where appropriate.

The plan provides that all educational programs, activities, and services required by a thorough and efficient system of education must be available to all students. In addition, it identifies and describes the following elements of a thorough and efficient system of education:

1. high quality educational programs and services;
2. required administrative and instructional practices, personnel, facilities, and materials, supplies and equipment;
3. possible methods of funding; and
4. accountability measures needed to assure the public that a thorough and efficient system of education is being provided students enrolled in the public schools of West Virginia.

This document has three primary uses. First, it can be used by the West Virginia Legislature and the West Virginia Board of Education in determining statutory and policy changes necessary to provide a thorough and efficient system of education. Secondly, it establishes programs, activities, and services which can be used to determine state, county, and school education needs. Such needs can be translated into legislative budget requests and can be used for state, county and school planning and accountability. Thirdly, the document provides standards which can be used to identify changes which need to occur throughout the educational system.

The master plan provides that equitable high quality programs, activities, and services will be implemented over four phases. The first and second phases are three years each with phases three and four being five and six years respectively. The plan calls for a thorough and efficient system of education to be fully in place by the year 2000.

GENERAL RESPONSIBILITIES IN ESTABLISHING, DESIGNING AND IMPLEMENTING A THOROUGH AND EFFICIENT SYSTEM OF EDUCATION

Responsibility of the Legislature.

The West Virginia Constitution states: "The Legislature shall provide, by general law for a thorough and efficient system of free schools." The Constitution also requires the legislature to provide for the support of public schools by general taxation of persons and property or otherwise. The public school system in West Virginia is a state system, established, controlled, and financed by statutes enacted by the West Virginia

Legislature. Major issues related to authority and responsibility of the school system as well as funding and accountability must be addressed by the Legislature.

Responsibility of the West Virginia Board of Education.

The West Virginia Constitution provides that the general supervision of public schools shall be vested in the West Virginia Board of Education. The state board has primary responsibility for implementing a thorough and efficient system of education through the state superintendent of schools, and the department of education. The state board shall:

1. establish high quality educational standards pertaining to all educational programs and related services;
2. establish policies providing for equal educational opportunities for all students;
3. serve as an advocate for a thorough and efficient system of public education;
4. provide assistance to county boards of education and other participating agencies in implementing and operating high quality educational programs and related services;
5. receive, disburse, and administer state funds designated for the implementation and operation of educational programs and related services;
6. provide for pupil, teacher, and administrator effectiveness;
7. monitor the implementation and operation of educational programs and related services to insure compliance with state and federal laws; and
8. provide an effective mechanism for citizens to register concerns if they believe that elements of a thorough and efficient education program are not being provided pursuant to statute and/or state board policy.

Responsibilities of the West Virginia Department of Education.

The department has a primary leadership role in (1) defining and developing the framework for educational programs, (2) assisting county boards of education in the development and delivery of these programs, and (3) assuring the legislature, the state board of education, and the public that a thorough and efficient system of education is being provided. It is the further responsibility of the department to:

1. work for and provide staff support to the state superintendent of schools and the West Virginia Board of Education;
2. provide technical assistance to county boards of education;
3. disseminate information to county boards of education, parents, agencies and others of the content and implications of standards, policies, and state and federal laws;

4. develop procedures, guidelines, forms, and instruments necessary to implement state board of education policies and state laws;

5. develop, provide, and participate in programs for the training of educational personnel;

6. monitor the implementation of educational programs;

7. administer funds provided by the legislature and monitor programs funded from these monies;

8. maintain appropriate records and reports;

9. provide recommendations to the state board to update the master plan for a thorough and efficient system of public education at least every four years.

Responsibility of the County Boards of Education.

It is the responsibility of each county board of education to provide and maintain the educational programs and related services necessary to implement a thorough and efficient system of public education. In carrying out this responsibility, a county board of education may cooperate with one or more counties in establishing and maintaining joint programs. The county also may utilize regional services or contract for services with public or private agencies having appropriate programs. Regardless of the method chosen, each county board of education has the responsibility to provide the opportunity for a thorough and efficient education to all students.

While the educational standards mandate that certain program offerings be available to all students, expanded educational programs or support services within the same phase should not be delayed because a county board of education cannot implement them in all buildings or grade levels at the same time. In fact, by using the delivery mechanisms previously mentioned, programs and services do not have to be available at each building. However, by the end of the final implementation phase all aspects of a thorough and efficient system of education must be available to all students.

Responsibility of the Regional Educational Agencies.

Regional educational services are currently provided through regional education service agencies (RESAs) and by multi-county vocational centers. The master plan provides for an increase in regional services, particularly in curricula, continuing education, instructional materials, and special or unique educational or support services. The state board will review the methods of providing such regional services to ascertain whether the present system needs to be modified to fulfill these needs.

Responsibility of Institutions of Higher Education.

It is the responsibility of institutions of higher education to provide high quality graduates to serve in the public schools of West Virginia. These graduates shall at a minimum, be able to deliver to students the learning outcomes approved by the state board of education.

GOVERNING PRINCIPLES

While few schools in West Virginia presently meet all of the high quality standards found in the master plan, the West Virginia Board of Education believes that many county boards of education and individual schools presently provide quality programs which are as good as the available resources allow. To provide a high quality educational system, improvements will have to be made statewide. Such improvements are to be governed by the following principles.

Principle 1 - Establishing Learner Oriented Programs.

Educational programs should be planned to correspond to the developmental stages of the student's life. Four developmental stages have been identified. The early childhood education stage includes children through age 10. Services to this group are divided into two components: a preschool component for ages N-4 and early childhood/primary education for ages 5-10 (grades K-4). The second developmental stage ranges from ages 10-14. Services to this group are provided by middle childhood/junior high educational programs (grades 5-8). The third developmental stage ranges from age 14-18 and is served by adolescent/high school education (grades 9-12). The final developmental stage is adulthood (ages 19 and over). Services to this group are provided by adult education programs.

The characteristics of students in these developmental stages must be considered by educational planners, administrators and teachers when developing, implementing, and evaluating educational programs. The recognition of these developmental stages, however, is not meant to disrupt school organizational patterns that are approved by county boards of education. Early, middle, adolescent, and adult educational programs can be delivered through any school organizational pattern, i.e., K-3, K-4, K-6, K-8, K-12, 5-8, 6-8, 7-9, 7-12, 10-12 or 9-12. Educators must, however, take into account the developmental characteristics of students when providing programs of study and learning outcomes.

Principle 2 - Program Definition.

The guiding principle for learning in West Virginia public schools is that each student will have the opportunity to achieve mastery of the state and county board approved programs of study and specified learning outcomes at the state level. Learning outcomes are currently being developed and will be presented for approval by the state board prior to December 15, 1983.

The master plan defines high quality educational offerings and related services. This definition provides for the establishment of specified learning outcomes and for the delivery of curricula/services and specified learning outcomes to all students. To equalize educational opportunities, all students must have access to the basic academic programs, the elective offerings defined as essential, and high quality support services.

Principle 3 - Program Delivery.

The master plan describes the high quality standards required to deliver high quality curricula and services to each student. The implementation of these standards is directly related to administrative and instructional practices, personnel, materials, supplies/equipment, and facilities required to deliver the defined program. Methods of funding established by the state to provide high quality standards and support services must be equitable among the counties. To properly deliver educational programs and services, all eligible students will be identified and all students will have access to comparable facilities, teaching and support personnel, curriculum and instruction, and materials, supplies, and equipment.

The state board recognizes that many counties are experiencing teacher shortages in some fields, such as science, math, industrial arts and special education. During Phase I the board will review proposed solutions including, but not limited to, certification requirements, scholarship programs, differential pay, and the establishment of a state teacher corps program.

The board also recognizes that considerable work needs to be done to establish staffing ratios for service personnel who are not specifically identified in the master plan, such as county office secretaries, custodians, and maintenance personnel. Similar work remains to be done regarding extra curricular assignments, extended term employment, etc. Specific proposals will be developed and included in the revised master plan prior to the end of Phase I.

Principle 4 - Program Assurances.

The quality of educational programs and related services must be demonstrated to the legislature, state board of education, county boards of education and the citizens of West Virginia. Systems of accountability must be developed to assure the public that a thorough and efficient system of education is in place. Such a system must include (1) review of each educational program, (2) evaluation of student achievement, (3) evaluation of school personnel, (4) evaluation and classification of schools, (5) evaluation and accreditation of the county educational program, and (6) annual report to the legislature as to the status of county and school educational programs.

The West Virginia Board of Education is responsible for determining whether county boards of education and schools are providing a thorough and efficient system of education.

Principle 5 - Community Relations.

Educators, parents, and lay citizens in a community must genuinely accept the mutual responsibility for the education of children. The master plan provides for interaction between the community and the school by establishing citizen advisory councils at both the school and county levels.

Principle 6 - Teacher and Administrator Effectiveness.

The master plan incorporates the school, administrator, and teacher effectiveness research. While of nominal cost, the useage of this research has the potential to produce significant positive educational results. For example, effective schools have a climate conducive to learning, an emphasis on basic skills, high academic focus, a belief that all children can learn, and a system of monitoring pupil performance. Effective teachers assess the learning style of students, have high expectations of achievement, and have classrooms that are pleasant, orderly, and secure. Such teachers also use direct instruction, continually monitor and provide feedback to students, and use instructional time effectively.

The master plan includes opportunities to improve teacher, administrator, and service personnel job performance, the performance of students and the performance of schools. A planned, job-related program of assistance and orientation for new personnel is also provided.

The master plan also provides for an evaluation system based upon the teacher, administrator, and school effectiveness research. A standardized evaluation system for all educational personnel, with provisions for local adaptation, will be established. Such an evaluation system will be used to improve performance and will be based upon the adopted administrative and instructional practices and personnel standards found in the master plan. This system will utilize systematic observations, conferences, action plans, and job targets that provide an opportunity for improvement and/or professional growth. The personnel evaluation system will be designed primarily to improve the effectiveness of personnel in their current assignment, not job retention.

Principle 7 - Graduation Requirements.

The master plan does not provide for specific changes in graduation requirements. Such requirements will be changed only through the usual and customary statewide review. Time allocations for awarding units of credit will also be changed only through statewide review.

Principle 8 - Consideration of Extenuating Circumstances.

As the West Virginia Consitutiton provides that the general supervision of the public schools is vested with the West Virginia Board of Education, the state board believes that exceptions to specific requirements of the state board may be provided for good and just cause, but only after full review by the board. A policy establishing such a procedure shall be adopted by the state board.

Principle 9 - Development of Priorities and Phases of Implementation.

As defined in the master plan, priority levels are established. The first priority is to equalize existing high quality programs, services and facilities; the second priority is to expand present curricular areas, services and facilities to meet the thorough and efficient standards. These priorities are to be implemented by phasing the high quality standards and support programs over a period of years.

The master plan is to be implemented during four phases extending from 1983-84 to 1999-2000. The first phase will be implemented during 1983-86; the second, during 1986-89; the third, 1989-94; and the fourth, 1994-2000. Through steady growth, a thorough and efficient system of education for all students will be in place by the year 2000.

Specific information regarding educational programs, support services, personnel, facilities, and materials, supplies and equipment is provided by phases in the master plan. It is emphasized that county boards of education are expected to maintain existing programs which are mandated in

Phases II, III or IV; however, all standards within a phase must be in place before advancing to the next phase.

Principle 10 - Phase I Implementation Policies.

In implementing Phase I of the master plan, the state board will develop and approve policies to assure the quality of education and learning in the public schools. These policies will address learning outcomes, evaluation of students, evaluation of personnel, school effectiveness, a system of petition, and a statewide management information system. Specifically, the policies shall include the following:

1. Learning Outcomes - The policy on learning outcomes will specify procedures to be used in approving each programs of study.

2. Student Evaluation - The student evaluation policy will indicate how testing will be used to evaluate student performance and will permit:

    a. the monitoring of student achievement of learning outcomes with these results being available for use in evaluating the school, educational programs, and/or staff;

    b. a comparison of West Virginia and national student achievement;

    c. an examination of the competencies (skills) students possess when they graduate from high school; and

    d. information from the student evaluation system to be available to students and parents for making educational and career decisions.

3. Staff Evaluation - The policy on staff evaluation will specify the procedures for properly evaluating all professional and service personnel according to the following criteria:

    a. the approved evaluation system incorporates principals, peers, and program specialists into the evaluation process;

    b. personnel shall be informed of the basis upon which evaluations will be made. The evaluation system will incorporate the effective personnel practices and responsibilities found in the master plan. In developing this policy the state board may consider including specific criteria for rewarding individuals demonstrating high achievement in job performance. Criteria used may in part include student achievement of learning outcomes; and

    c. the policy will indicate who the evaluators will be, how they will be trained, how frequently evaluations are conducted, what will be included in the reporting system to document evaluation results, and how feedback is to be received from persons evaluated.

4. School Effectiveness - In establishing a policy on school effectiveness, the state board will consider establishing specific evaluative criteria by which a school and its personnel may become eligible for financial incentives. Criteria used for such incentives may include student achievement, absenteeism, drop-out rate,

post-secondary attendance, job acquisition, staff absenteeism, professional development, and other appropriate activities.

5. Management Information Systems - This policy will provide for a statewide management information system designed, developed, and implemented to collect information on the effectiveness of:

   a. general, vocational, and special education programs;

   b. support programs;

   c. student, staff, school, and county evaluations; and

   d. financial, budgetary, and resource allocations of counties.

6. System of Petition - The state board will adopt a policy establishing a system which will allow citizens to petition county and state officials when they believe standards established by statute or state board policy are not being met.

Principle 11 - Change/Revision of Master Plan.

Many of the elements of a thorough and efficient system of education are now in place in West Virginia schools. Several of the standards found in the master plan can also be put in place without the infusion of large amounts of money. However, a fully implemented plan necessitates change and will require additional funding. It is important to emphasize that present policy statements, regulations, and procedures of the West Virginia Board of Education are effective until the state board adopts policies for implementing the master plan, or parts thereof, and the legislature provides appropriate funding. The master plan will be revised at least every four years with the department of education developing a method of collecting, analyzing, and organizing data to provide a basis for such revisions.

The West Virginia Board of Education hereby retains its constitutional right to promulgate policies, rules, and regulations consistent with constitutional and statutory provisions. Such specific policies, rules, and regulations may be inconsistent with provisions included in the master plan.

CHAPTER II - THE EDUCATIONAL PROGRAM

Introduction

The high quality educational standards contained within this chapter establish a foundation for learning in West Virginia public schools. These standards are the means for implementing educational programs in the public schools in accordance with the governing principles of the master plan. Hence, the educational goals of a thorough and efficient educational system are realized through the successful implementation of educational programs based upon these standards.

This chapter has six sections. Section A provides educational standards which are common to all educational programs; Section B provides standards for general programs; Section C provides standards for vocational/technical/adult programs; Section D provides standards for exceptional student programs; and Section E provides standards for special purpose and support programs. While each section is self-contained, the entire chapter represents an educational framework for West Virginia public schools. The standards contained within this chapter establish a) statewide programs of study to be offered to all students, b) common and specific practices, procedures, and resources for providing the programs of study, and c) techniques and methods for assuring that the programs of study have been implemented.

Educational standards for the areas of career education, alternative learning programs, summer school/extended year programs, and institutionalized juvenile programs have been deemed necessary within the context of a thorough and efficient educational program and are currently under development.

Definition of Terms

1. Program of Study - A program of study is a K-12 curricular sequence which constitutes the subject matter to be offered in the public schools of West Virginia, e.g., reading, mathematics, social studies, industrial arts, business education.

2. Area of Study - An area of study is a logical subdivision of the subject matter contained within a program of study, e.g, geometry, American government, welding, French, physics.

3. Learning Outcomes - A learning outcome is a measurable description of the knowledge, skills, and/or attitudes that a teacher expects the student to acquire as a result of instruction within an area of study, e.g., the student will apply context clues to derive the meaning of a word or phase used in a sentence (reading), the student will solve equations involving rational expressions (Algebra).

4. Offerings - An offering is an area of study which must be available to all students. It may be taught as independent study, in conjunction with another offering(s) or as an independent course unless otherwise specified. An offering does not have to be available on a yearly basis unless indicated as such in the specific program area standards.

5. Required Offerings - Those areas of study which all students must complete.

6. Elective Offerings - Those areas of study which students may choose to study based upon need and interest.

7. Instructional Practices - The strategies, procedures, methods, techniques, and/or behaviors used by teachers to assist students to acquire the learning outcomes of an area of study.

8. Administrative Practices - The strategies, procedures, methods, techniques, and/or behaviors used by administrators to implement, lead, and manage an educational program in accordance with policies, rules, and regulations.

9. Early Childhood Education - The educational program that addresses the intellectual, physical, and social/emotional needs of children aged three through ten, grades K-4.

10. Middle Childhood Education - The educational program that addresses the intellectual, physical, and social/emotional needs of children aged 10 through 14, grades 5-8.

11. Adolescent Education - The educational program that addresses the intellectual, physical, and social/emotional needs of youth aged 14 through 18 or 23 for special education, grades 9-12.

12. Adult Education - The educational program that addresses the intellectual, physical, social/emotional, and occupational needs of persons 16 years old and older who are not presently enrolled in a public school.

13. Phase II - The short-term phase of the implementation process which is designed to equalize program offerings among county school districts.

14. Phase III - The intermediate phase of the implementation process which is designed to expand program offerings.

15. Phase IV - The long-range phase of the implementation process which is designed to expand program offerings.

16. Percentage Range of Instructional Time - That portion of instructional time which must be allocated to specific programs of study and related areas of study on a daily, weekly, or yearly basis.

17. School Day - An eight hour day which includes both instructional and non-instructional time.

18. Instructional Time - That portion of the school day which is allocated to student mastery of learning outcomes.

19. Discretionary Time - That portion of instructional time which is allocated to provide flexibility in local scheduling and to address the unique needs of students at various grade levels.

20. Non-Instructional Time - That portion of the school day which is used for activities such as homeroom, recess, class change time, lunch, department and school meetings, and staff development

STANDARDS COMMON TO ALL EDUCATIONAL PROGRAMS

INSTRUCTIONS:

1. The following standards apply to all educational programs defined in this plan.

2. The program offerings, time allocations, and staffing ratios displayed on Charts I-X are part of the standards for a thorough and efficient education.

A. PROGRAM DEFINITION

1. Introduction

a. Educational programs are based on the stages of student development and maturity as summarized below:

1) EARLY CHILDHOOD/PRIMARY EDUCATION (Grades N-4) - Early childhood education is the beginning of formal education in West Virginia public schools. It is the initiation of a process which will provide the foundation for the intellectual, physical/motor, and social/emotional development of the individual. The degree of educational success during these early childhood years will not only have lasting effects upon an individual's later success in school and life but ultimately the success of the educational program. Early childhood education provides educational experiences for children ages 3-10 to master the skills of reading and the basic communication skills of listening, speaking, and writing; mathematics; social studies; physical and motor development; health/safety education; science education; and creative arts education.

2) MIDDLE CHILDHOOD/JUNIOR HIGH EDUCATION (Grades 5-8) - Middle childhood builds upon the results of early childhood education and provides educational opportunities to help students increasingly extend competence in basic skills; develop self-understanding, self-knowledge, independence and interdependence; and engage in exploratory experiences in academic areas and career education. In addition, enrichment studies are provided to open the door to a broad range of potential growth options. Middle childhood education refers to that portion of the total educational program that serves learners during the 10-14 years age range. Students at this time have rapid changes in physical growth and social and intellectual development. They maintain or establish new values, attitudes, and beliefs which influence their decisions to remain or drop out of school. The middle childhood education program emphasizes extension of basic skills, broadening of academic skills to assist students in making the transition from childhood dependence to adult independence, and opportunities for exploration.

3) ADOLESCENT/HIGH SCHOOL EDUCATION (Grades 9-12) - Adolescent education is the culminating set of programs of study offered to indiviudals aspiring to receive a high school diploma. The educational experiences provided at this level are designed to ease the transition from adolescence to a productive, responsible adulthood. Adolescent learners, within the age range of 14-19, are expected to acquire the social/emotional, physical, and intellectual capacities for successful entry into adulthood. The adolescent education program provides general learnings, special interest learnings, and career preparation learnings that provide the individual with opportunities to select offerings leading directly and indirectly to his or her future career.

4) ADULT EDUCATION - Adult educational programs are designed to meet the social, economical, recreational, cultural, educational and employment training and retraining needs of adults in the community or area served by county school district public schools. These programs are offered by county boards of education or regional education services agencies. The length of the program of study may be from a few hours to one year in length. The programs of study may include (1) adult basic education, (2) vocational and technical education (supplemental and preparatory), (3) community education, (4) consumer and homemaking, and (5) training adults for new and expanding industry jobs.

b. Each student developmental stage is seen not as sharply distinct from the total system, but as an integrated part smoothly relating to the total scope and sequence of the public school curriculum.

2. Program of Study

a. Programs of study approved by the West Virginia Board of Education are available to students in the public schools of West Virginia.

b. Curricula are organized in a scope and sequence for each program of study.

c. County and school programs of study and the specified learning outcomes are made available to the public.

d. Curricula at the county and school levels are modified to accommodate the educational needs of eligible exceptional students.

e. Career education is integrated into each program of study.

f. Computer literacy is integrated into each program of study.

g. Program offerings, when approved by the State Board of Education, are implemented through the sequence displayed in Charts I, II, and III.

CHART 1
PROGRAM AREA OFFERINGS FOR A THOROUGH AND EFFICIENT SYSTEM OF EDUCATION IN EARLY CHILDHOOD EDUCATION (K-4)

NOTE: All footnotes appear in parentheses on this chart.

PROGRAM AREA (a)	PHASE II(b) (Short Term)		PHASE III (b) (Intermediate)		PHASE IV (b) (Long Term)	
	Required	Elective	Required	Elective	Required	Elective
Art	General Classroom Art	None	Maintain Phase II	None	Maintain Phase II	None
Consumer/Homemaking	None	None	Integrated Consumer/ Home Making Concepts	None	Maintain Phase III	None
Developmental Guidance	None	None	Instruction Provided (c)	None	Maintain Phase III	None
Foreign Language	None	None	Integrated Languages (Grades 3-4)	None	Maintain Phase III	None
Health	Integrated with Science or as Separate Subject	None	Maintain Phase II	None	Maintain Phase II	None
Kindergarten and Early Education	None	Kindergarten and Transitional Kindergarten	None	Maintain Phase II Add: Pre-Kindergarten	None	Maintain Phase III
Language Arts	Language Arts	None	Maintain Phase II	None	Maintain Phase II	None
Library/Media	None	None	Library/Media Skills Integrated	None	Maintain Phase III	None
Math	Math Instruction	Remedial Services	Maintain Phase II	Maintain Phase II	Maintain Phase II	Maintain Phase II
Music	General Classroom Music	None	Maintain Phase II	Instrumental Music (Strings) Grade 4) (d)	Maintain Phase II	Maintain Phase III
Physical Education	Physical/Motor Instruction or Physical Education	None	Maintain Phase II	None	Maintain Phase II	None

DEFINITIONS:

Offerings - An offering is an area of study defined by state approved learning outcomes which must be available to all students. It may be taught as independent study, in conjunction with another offering(s) or as an independent course unless otherwise specified. An offering does not have to be available on a yearly basis unless indicated as such in the specific program area standards.

Required Offerings - Those areas of study which all students must complete.

Elective Offerings - Those areas of study which students may choose to study based upon need and interest.

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CHART I
Early Childhood Education Offerings
Page Two

PROGRAM AREA (a)	PHASE II (b) (Short Term)		PHASE III (b) (Intermediate)		PHASE IV (b) (Long Term)	
	Required	Elective	Required	Elective	Required	Elective
Reading	Developmental Reading	Remedial Services	Maintain Phase II	Maintain Phase II	Maintain Phase II	Maintain Phase II
Safety	Integrated Bus/ School Safety	None	Maintain Phase II Add Integrated Pedestrian, Bicycle and Other Safety Concepts	None	Maintain Phase III	None
Science	Science or Health/ Science	None	Maintain Phase II	None	Maintain Phase II	None
Social Studies	Myself & Others (K) Home & School Relationships (Grade 1) Neighborhood & Community (Grade 2) Cities of the World (Grade 3) Appalachia & Regions of the United States (Grade 4)	None	Maintain Phase II	None	Maintain Phase II	None
Special Education:						
Gifted	None	Intellectually Gifted Instruction as Determined by IEP	None	Maintain Phase II Add Specific Academic Abilities Instruction as Determined by IEP	None	Maintain Phase II Add Visual and Performing Arts Instruction as Determined by IEP
All Other Categories	None	Provide Direct Instruction to Identified Students as Determined by IEP	None	Maintain Phase II Add Preschool Severely Handicapped	None	Maintain Phase III Add School Handicapped, All Categories

FOOTNOTES

(a) Except for Kindergarten and Early Education, all program areas refer to K-4.
(b) If program offerings for a phase are already in place, then the subsequent phase should be implemented.
(c) Individual and group development offered to identified students as prescribed by the Standards for Guidance.
(d) County school districts with 5-8 middle schools may begin the string area of study in grade 5.

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CHART II
PROGRAM AREA OFFERINGS FOR A THOROUGH AND EFFICIENT SYSTEM OF EDUCATION IN MIDDLE CHILDHOOD EDUCATION (5-8)

NOTE All footnotes appear in parentheses on this chart.

PROGRAM AREA	PHASE II (a) (Short Term)		PHASE III (a) (Intermediate)		PHASE IV (a) (Long Term)	
	Required	Elective	Required	Elective	Required	Elective
Art	Art Required as Prescribed by Learning Outcomes	None	Maintain Phase II	Exploratory Studies	Maintain Phase II	Maintain Phase III
Career Exploration	Integrated into each program of studies	None	Maintain Phase II	Exploratory Studies	Maintain Phase II	Maintain Phase III
Computer Literacy	None	None	Integrated into each program of studies	Exploratory Studies	Maintain Phase III	Maintain Phase III
Consumer/Homemaking	Consumer/Homemaking Required as Prescribed by Percentage Range Time Allocation	None	Maintain Phase II	Exploratory Studies	Maintain Phase II	Maintain Phase III
Developmental Guidance	Instruction Provided (b)	None	Maintain Phase II	Exploratory Studies	Maintain Phase II	Maintain Phase III
Foreign Language	None	None	Integrated Foreign Language (Grades 5-6)	None	Maintain Phase III	Level 1 of 2 Foreign Languages
Health	Health Required as Prescribed by Learning Outcomes	None	Maintain Phase II	Exploratory Studies	Maintain Phase II	Maintain Phase III
Industrial Arts	Industrial Arts Required as Prescribed by Learning Outcomes	None	Maintain Phase II	Exploratory Studies	Maintain Phase II	Maintain Phase III

DEFINITIONS:

Offerings - An offering is an area of study defined by state approved learning outcomes which must be available to all students. It may be taught as independent study, in conjunction with another offering(s) or as an independent course unless otherwise specified. An offering does not have to be available on a yearly basis unless indicated as such in the specific program area standards.

Required Offerings - Those areas of study which all students must complete.

Elective Offerings - Those areas of study which students may choose to study based upon need and interest.

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CHART II
Middle Childhood Education Offerings
Page Two

PROGRAM AREA	PHASE II (a) (Short Term)		PHASE III (a) (Intermediate)		PHASE IV (a) (Long Term)	
	Required	Elective	Required	Elective	Required	Elective
Language Arts	Language Arts Required as Prescribed by Learning Outcomes	None	Maintain Phase II	Exploratory Studies	Maintain Phase II	Maintain Phase III
Library/Media	Integrated Into Appropriate Program Areas	None	Maintain Phase II	Exploratory Studies	Maintain Phase II	Maintain Phase III
Mathematics	Mathematics Required as Prescribed by Percentage Range Time Allocation	Remedial Math	Maintain Phase II	Maintain Phase II Add Exploratory Studies	Maintain Phase II	Maintain Phase III
Music	Classroom/General Music Required as Prescribed by Learning Outcomes	1 offering each Choral Music Instrumental Music - Strings	Maintain Phase II	Maintain Phase II Add Instrumental Music - Winds/Percussion Exploratory Studies	Maintain Phase II	Maintain Phase III Add Class Guitar/2 Consecutive yrs. (c) Class Piano/2 Consecutive yrs. (c)
Physical Education	Physical Education Required as Prescribed by Learning Outcomes	None	Maintain Phase II	Exploratory Studies	Maintain Phase II	Maintain Phase III
Reading	Reading Required as Prescribed by Learning Outcomes	Remedial Reading	Maintain Phase II	Maintain Phase II Add Exploratory Studies	Maintain Phase II	Maintain Phase III
Science	Science Required as Prescribed by Learning Outcomes	None	Maintain Phase II	Exploratory Studies	Maintain Phase II	Maintain Phase III
Social Studies	Social Studies Required as Prescribed by Learning Outcomes	None	Maintain Phase II	Exploratory Studies	Maintain Phase II	Maintain Phase III

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CHART II
Middle Childhood Education Offerings
Page Three

PROGRAM AREA	PHASE II (a) (Short Term)		PHASE III (a) (Intermediate)		PHASE IV (a) (Long Term)	
	Required	Elective	Required	Elective	Required	Elective
Special Education: Gifted	None	Intellectually Gifted Instruction as Determined by IEP	None	Maintain Phase II Add Specific Academic Abilities Instruction as Determined by IEP	None	Maintain Phase II Add Visual and Performing Arts Instruction as Determined by IEP
All Other Categories	None	Direct Instruction as determined by IEP	None	Maintain Phase II	None	Maintain Phase II

FOOTNOTES

(a) If program offerings for a phase are already in place, then the subsequent phase should be implemented.
(b) Individual and group development offered to identified students as prescribed by the Standards for Guidance.
(c) May be offered any two consecutive years 7-12.

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CHART III

PROGRAM AREA OFFERINGS FOR A THOROUGH AND EFFICIENT SYSTEM OF EDUCATION IN ADOLESCENT EDUCATION (9-12)

NOTE: All footnotes appear in parentheses on this chart.

PROGRAM AREA	PHASE II (a) (Short Term)		PHASE III (a) (Intermediate)		PHASE IV (a) (Long Term)	
	Required	Elective	Required	Elective	Required	Elective
Art	None (b)	General Art/2 offerings Studio Art/2 offerings (c)	Maintain Phase II (d)	Maintain Phase II Add General Art/1 offering Studio Art/1 offering (c) Art History/Appreciation/1 offering	Maintain Phase II (d)	Maintain Phase III Add General Art/1 offering Studio Art/4 offerings (c)
Career Exploration	Integrated into all programs of study	Career Exploration I (Grade 9)	Maintain Phase II (d)	Maintain Phase II Add Career Exploration II (Grade 9-10)	Maintain Phase II (d)	Maintain Phase III
Computer Literacy	Integrated into each program of studies	None	Maintain Phase II (d)	Maintain Phase II	Maintain Phase II (d)	Maintain Phase II
Developmental Guidance	None	None	Integrated into each program of studies	Maintain Phase II	Maintain Phase III	Maintain Phase II
Driver Education	None	1/2 Unit	Maintain Phase II (d)	Maintain Phase II	Maintain Phase II (d)	Maintain Phase II
Foreign Languages	None (b)	First Language/Levels I, II & III	Maintain Phase II (d)	Maintain Phase II Add First Language/Level IV Special Topic Language/1 offering	Maintain Phase II (d)	Maintain Phase III Add First Language/Level V A Second Language/Levels I, II, III & IV

DEFINITIONS:

Offerings - An offering is an area of study defined by state approved learning outcomes which must be available to all students. It may be taught as independent study, in conjunction with another offering(s) or as an independent course unless otherwise specified. An offering does not have to be available on a yearly basis unless indicated as such in the specific program area standards.

Required Offerings - Those areas of study which all students must complete.

Elective Offerings - Those areas of study which students may choose to study based upon need and interest.

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CHART III
Adolescent Education Offerings
Page Two

PROGRAM AREA	PHASE II (a) (Short Term)		PHASE III (a) (Intermediate)		PHASE IV (a) (Long Term)	
	Required	Elective	Required	Elective	Required	Elective
Health	1 Unit	None	Maintain Phase II (d)	Add 1 Offering	Maintain Phase II (d)	Maintain Phase III Add 1 Offering
Language Arts-English	English/4 Units or English/3-1/2 Units and Speech/1/2 Unit	Creative Writing Speech Yearbook Journalism Newspaper Library/Media offered each year	Maintain Phase II (d)	Maintain Phase II Add 3 offerings (e)	Maintain Phase II (d)	Maintain Phase III
Library/Media	None (f)	None (f)	Maintain Phase II (d)	Maintain Phase II	Maintain Phase II (d)	Maintain Phase II
Mathematics	2 Units (g)	Algebra I & II Geometry Trigonometry General Math Applied Math/1 offering (g)	Maintain Phase II (d)	Maintain Phase II Add Pre-Calculus Applied Math/1 offering (g)	Maintain Phase II (d)	Maintain Phase III Add Applied Math/1 offering (g)
Music	None (b)	Instrumental/Winds and Percussion/4 years Choral/4 years	Maintain Phase II (d)	Maintain Phase II Add Instrumental/Strings 4 years Music Literature/2 offerings	Maintain Phase II (d)	Maintain Phase III Add Class Guitar/2 consecutive years (h) Class Piano/2 consecutive years (h)
Physical Education	1 Unit	None	Maintain Phase II (d)	Lifetime Sports or Advanced Offerings (e.g., Gymnastics, Tumbling)/1 offering	Maintain Phase II (d)	Maintain Phase III
Reading	None (f)	Remedial Reading/1 offering (i)	Maintain Phase II (d)	Maintain Phase II Add Developmental Reading	Maintain Phase II (d)	Maintain Phase III Add Speed Reading Adv. Study Skills
Science	Biology/1 Unit	Science 9 Chemistry Physics	Maintain Phase II (d)	Maintain Phase II Add Physical Sciences/1 offering Biological Sciences/1 offering	Maintain Phase II (d)	Maintain Phase III Add Additional offerings (j)

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CHART III
Adolescent Education Offerings
Page Four

PROGRAM AREA	PHASE II (a) (Short Term)		PHASE III (a) (Intermediate)		PHASE IV (a) (Long Term)	
	Required	Elective	Required	Elective	Required	Elective
Other Areas	None (b)	Offerings from 4 Service Areas (p)	Maintain Phase II (d) Add Offering from 1 Other Service Area (p)	Maintain Phase II	Maintain Phase II (d) Add Offering from 1 Other Service Area (p)	Maintain Phase III

FOOTNOTES

a. If the program offerings for a phase are already in place, then the subsequent phase should be implemented.

b. One unit must be chosen from Applied Arts, Fine or Performing Arts, or Foreign Language.

c. Studio art electives may include but are not limited to these offerings: Drawing, Sculpture, Jewelry, Stage Design, Commercial Art, Painting, Printing/Graphics, Photography, Ceramics, Film/Television, Crafts, and Computer Art.

d. Unless revised through Graduation Requirement review process.

e. English-Language Arts electives may include but are not limited to these offerings: Yearbook, Speech, Debate, Drama, Journalism, Creative Writing, Readers Theater, Mass Media, Library/Media, Newspaper, Literary Magazine, Forensics, Adolescent Fiction, Radio Drama, Play Production and Direction, Classics, Dramatics: Acting, Science Fiction, Classics in Film, Remedial Reading, Developmental Reading, Speed Reading, and Advanced Study Skills.

f. Included in English-Language Arts program.

g. No more than one unit of applied mathematics (business math, consumer math, vocational and technical math, and computer math) may be included in the two units.

h. May be offered any two consecutive years in grades 7-12.

i. Offered yearly to identified students.

j. Science electives may include but are not limited to these offerings: Anatomy/Physiology, Botany, Advanced Physics, General Science, Microbiology, Zoology, Organic Chemistry, Chemistry II, and Ecology.

k. These offerings are being phased in beginning with the freshman class of 1982-83.

l. The required electives are chosen from Comparative Political Systems, Humanities, Psychology, Law and Legal Process, Issues in American History, Sociology, Anthropology and Future Studies. Additional electives may be offered.

m. As specified by Regulations for the Education of Exceptional Students in West Virginia.

n. Capacity to enroll 40-60% of students in grades 10-12 in Phase I and 60-80% of students in grades 10-12 in Phase II.

o. Consumer/homemaking electives may include but are not limited to these offerings: Child Development, Housing, Prenatal and Infant Care, Family Health, Family Living, Home Furnishings, Crisis Education, and Family and Society.

p. Vocational Service Areas are Business and Office, Diversified and Cooperative Training, Health Occupations, Industrial and Technical, Marketing and Distributive Education, Occupational Home Economics, and Vocational Agriculture.

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CHART III
Adolescent Education Offerings
Page Three

PROGRAM AREA	PHASE II (a) (Short Term)		PHASE III (a) (Intermediate)		PHASE IV (a) (Long Term)	
	Required	Elective	Required	Elective	Required	Elective
Social Studies (k)	American History/1 unit (Grade 9) World Cultures/1 unit (Grade 10 or 11) Economics/1/2 Unit (Grade 11 or 12) Contemporary America/1/2 Unit (Grade 11 or 12)	2 offerings yearly (Grade 10-12) (1)	Maintain Phase II (d)	Maintain Phase II	Maintain Phase II (d)	Maintain Phase III Add 1 offering yearly (1)
Special Education:						
Gifted	None	Intellectually Gifted Instruction as Determined by IEP (i) (m)	None (d)	Maintain Phase II Add Specific Academic Abilities Instruction as Determined by IEP (i) (m)	None (d) (i) (m)	Maintain Phase III Add Visual & Performing Arts Instruction as Determined by IEP
All Other Categories	None	Instruction as Determined by IEP (i) (m)	None (d)	Maintain Phase II	None (d)	Maintain Phase II
Vocational Education: (n)						
Consumer and Homemaking	None (b)	Surviving Today's Experiences and Problems Successfully (Home Economics I) (Grades 9-10) Adult Roles and Functions (Home Economics II) (Grades 11-12)	Maintain Phase II (d)	Maintain Phase II Add 1 offering from each: Advanced Clothing Consumer Education Foods and Nutrition Resource Management	Maintain Phase II (d)	Maintain Phase III Add Offerings from list (o)
Industrial Arts	None (b)	1 offering from: Communications Construction Manufacturing Transportation	Maintain Phase II (d)	Maintain Phase II Add 1 offering from each: Communications Construction Manufacturing Transportation	Maintain Phase II (d)	Maintain Phase III
Typing	None (b)	Typing/1 offering	Maintain Phase II (d)	Maintain Phase II	Maintain Phase II (d)	Maintain Phase II

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3. Learning Outcomes

a. Curricula at the county and school levels are based upon the program of study and specified learning outcomes approved by the West Virginia Board of Education.

b. County boards of education are authorized to approve specified learning outcomes that go beyond state approved programs.

c. Learning outcomes provide the basis for instruction and cooperative interaction between the home and school.

4. Co-Curricular Activities

a. The school provides opportunities for students to engage in co-curricular activities.

b. The co-curricular program includes at the appropriate instructional levels, the following types of activities: 1) assemblies - informational, instructional, entertainment, and cultural; 2) leadership activities, i.e., clubs and service organizations, student government; 3) intramural and interscholastic athletics; 4) social programs; and 5) publications.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

1. The school provides regular screening procedures designed to identify students who need special programs and services and makes provisions for meeting these needs.

2. High quality delivery of educational services involves, at least, the following three steps:

   a) all students eligible for services have been identified;

   b) all students have been placed in approved public or private schools; and

   c) all public school students have equal access to comparable facilities, teaching and support personnel, curriculum and instruction, educational outcomes, and materials (textbooks, films, computers) resources.

b. The curriculum and instruction delivery system is expanded to include independent study, technological advances, electronic instruction, peer instruction, and intensified instruction, i.e., an 18 week area of study delivered in nine weeks.

c. Principal Effectiveness

1) The principal is responsible for limiting unnecessary intrusions into the classroom, such as pep rallies and use of the intercom, providing adequate materials, preserving order and discipline, and setting high expectations for teachers.

2) The principal's primary responsibility is instructional leadership and support within the school building.

   a) Principals schedule time to work with staff to plan, organize, implement, and evaluate the educational programs;

   b) Principals observe teacher and student performance in the classroom and provide feedback and recommendations for improvement.

   c) Principals monitor the use of instructional time.

   d) Principals assist teachers in developing individual plans for instructional improvement.

   e) Principals review instructional plans on a regular basis with the teacher.

   f) Principals coordinate professional development activities identified in cooperation with the building staff;

   g) Principals involve the community in planning and reviewing the educational program;

   h) The principal distributes time and resources on the basis of standards, goals, and outcomes of the curriculum.

   i) Principals keep parents informed about the education program through newsletters, parent-citizen groups and reports on student achievement.

d. School Effectiveness

1) The school climate is conducive to learning.

2) The county and school have a policy which addresses absences, tardiness, and misbehavior at the school, and classroom levels.

3) The school has an academic focus.

   a) The school engages students in high levels of academically focused activities.

   b) The early/elementary and middle/junior high schools have a school-wide emphasis on basic skills instruction, including grammar and writing.

   c) The professional staff, at the early and middle childhood levels, agree that instruction in the basic skills is a primary goal of the school.

d) The school has developed standards for student achievement.

e) The school has standards for student homework.

4) The school has a system for monitoring and assessing pupil performance tied to learning outcomes.

5) The school provides an adequate record of student progress on a continuing basis for student, parent, and teacher information.

e. Time Allotment

1) Instructional time allotments are scheduled to give emphasis to basic skills and to provide balance to the educational program.

2) The time available is allocated according to the percentages or per program found in Charts IV, V, and VI.

CHART IV

PERCENTAGE RANGE OF INSTRUCTION TIME FOR EARLY CHILDHOOD EDUCATION (K-4)[1]

THE KINDERGARTEN AND TRANSITIONAL KINDERGARTEN[2] PROGRAMS		GRADES 1-4	
PROGRAM AREA	PERCENTAGE RANGE OF INSTRUCTIONAL TIME	PROGRAM AREA	PERCENTAGE RANGE OF INSTRUCTIONAL TIME
Intellectual Concepts[3]	30 - 40%	Art	3 - 5%
Physical/Motor Concepts[4]	20 - 25%	Health/Science	5 - 7%
Social/Emotional Concepts[5]	20 - 25%	Language Arts/Reading	35 - 50%
Discretionary Time may be used for:	15 - 20%	Math	16 - 19%
• Additional Concept Area Time • Reinforcement Activities • Addressing Individual and Group Interests and Needs • Language Stimulation • Self-Help Skills		Music	3 - 5%
		Physical Education	3 - 5%
		Social Studies	5 - 7%
		Discretionary Time may be used for:	10 - 15%
		• Additional Subject Area Time • Remediation • Addressing Individual and Group Interests and Needs	

[1] These charts are based upon a 158 minute instructional day for kindergarten and a 315 minute instructional day for transitional kindergarten and grades 1 through 4. The instructional day falls within the 8 hour school day and is defined as time allocated for mastery of learning outcomes. It does not include such things as recess and lunch. The remaining portion of the school day may be used for such things as staff meetings, staff development, and non-instructional student activities.

[2] The transitional kindergarten program is for children who need an additional year before entering first grade. The instructional school day is 315 minutes.

[3] Intellectual instruction includes but is not limited to language arts, science, and mathematics.

[4] Physical/motor instruction includes but is not limited to physical education and creative arts.

[5] Social/emotional instruction includes but is not limited to social studies, health, and the creative arts.

CHART V

PERCENTAGE RANGE OF INSTRUCTIONAL TIME FOR MIDDLE CHILDHOOD EDUCATION (5-8)[1]

PROGRAM AREA	PERCENTAGE RANGE OF INSTRUCTIONAL TIME[2]
Language Arts and Reading	13[3] - 40%
Mathematics	13 - 18%
Social Studies	11 - 18%
Science	11 - 18%
Physical Education	5 - 9%
Art	5 - 9%
Music	5 - 9%
Health	3 - 9%
Home Economics[4]	3 - 9%
Industrial Arts[4]	3 - 9%
Discretionary Time may be used for: ● Enrichment Activities ● Remediation ● Advisor/Advisee Programs ● Exploratory Programs ● Additional Subject Area Time (This may be used to address such things as foreign language, computer literacy, and library/media skills)	4 - 18%

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[1] This chart is based upon an instructional day of 345 minutes within a total school day of 480 minutes (This does not imply that students are present for 480 minutes). The instructional day is defined as that time allocated to the mastery of learning outcomes and does not include such things as lunch, homeroom, class change or recess. The remaining 135 minutes shall be reserved for such things as non-instructional student activities, staff development, and department and school meetings.

[2] The time percentage ranges are broad to allow the local school system and the individual school to address the physical, intellectual, and emotional developmental differences of middle childhood learners.

[3] Students in levels 5 and 6 must spend a minimum of 26% of the instructional time in language arts and reading.

[4] The time allocations for home economics, and industrial arts may be concentrated in one or more years as long as the time equivalency is met during the 5-8 grade span.

CHART VI

PERCENTAGE RANGE OF INSTRUCTIONAL TIME FOR ADOLESCENT EDUCATION (9-12)[1]

PROGRAM AREA	PERCENTAGE RANGE OF INSTRUCTIONAL TIME[2]
REQUIRED: English-Language Arts	13 - 17% (4 units)[2]
Social Studies	10 - 13% (3 units)
Mathematics	6 - 8% (2 units)
Science	3 - 4% (1 unit)
Physical Education	3 - 4% (1 unit)
Health	3 - 4% (1 unit)
ELECTIVE: To Complete 20 Units	28 - 33% (8 units)
Discretionary Time may be used for: ● Additional Electives ● Guidance ● Library/Media Use ● Study Hall ● Transportation[3] ● Clubs and Other Student Focused Activities[4]	

[1] This chart is based upon an instructional day of 345 minutes within a total school day of 8 hours (480 minutes). (This does not imply that students are to be in school for eight hours.) An instructional day is defined as time allocated for the mastery of learning outcomes. The instructional day does not include homeroom and class change time which have traditionally been included in the instructional day. The remaining 135 minutes in the school day are to be used for non-instructional activities for students, department and school meetings, staff development, etc.

[2] One unit currently equals at least 8100 minutes allocated time.

[3] The only exception to be made is in the case of students who have the opportunity to gain academically by pursuing a program not offered in the home school. In this case, travel time to and from the home school and another school or vocational center may be counted as part of the instructional day, provided that the student is able to schedule at least six units. In the case of travel to a vocational center, students must have equal time at the home school and at the center.

[4] Instructional time spent in club and other student focused activities shall not cause fewer than 8100 minutes to be allocated for one unit nor eliminate the possibility of a student being able to schedule six units.

f. Funding

1) Funds are provided so the co-curricular program is free of costs to students.

2) Funds are allocated to assure that each student has free basal texts, and access to supplementary resources, supplies, and equipment required to implement the specified learning outcomes of each program of study.

3) Funds allocated for consumable instructional materials and equipment are accessible to the teachers.

4) Professional Development

   a) Funds are provided to renew certificates pursuant to state law.

   b) Funds are provided for school, county, regional, and state continuing education programs.

   c) Funds are allocated to provide opportunities for teacher and administrative representation at appropriate professional meetings at the regional, state, and national levels related to the implementation of the programs of study of their current assignment.

   d) The distribution of funds allocated for professional development is in accordance with a state approved county policy.

5) Funds are provided to determine the effectiveness of the master plan and to disseminate the results of research.

6) Funds are provided to assure adequate and appropriate staffing at the school, county, regional and state levels as determined by ratios established in the master plan and in accordance with Charts VII, VIII, IX and X.

CHART VII
STAFFING RATIOS REQUIRED FOR A THOROUGH AND EFFICIENT EDUCATION
SCHOOL LEVEL

STAFFING LEVEL AND AREA	PHASE II* SHORT TERM IMPLEMENTATION	PHASE III* INTERMEDIATE IMPLEMENTATION	PHASE IV* LONG RANGE IMPLEMENTATION
I. Building Level			
A. Administration			
1. Principal			
a. Early/Elementary	1:6 CR	1:5 CR	Maintain Phase II
b. Middle/Junior	1:5 CR	Maintain Phase II	Maintain Phase II
c. Adolescent/High School	1:5 CR	Maintain Phase II	Maintain Phase II
d. Vocational Director/Principal	1:5 CR	Maintain Phase II	Maintain Phase II
2. Assistant Principal, Co-principal			
a. Early/Elementary	1:500 2:1000 3:1500	Maintain Phase II	Maintain Phase II
b. Middle/Junior	1:400 2:900 3:1400	Maintain Phase II	Maintain Phase II
c. Adolescent/High School	1:450 2:950 3:1450 4:2000	1:400 2:900 3:1400 4:1950	1:350 2:850 3:1350 4:1900
d. Assistant Vocational Director/ Principal	1:450 2:950 3:1450 4:2000	1:400 2:900 3:140 4:1950	1:350 2:850 3:1350 4:1900

KEY:

CR - Classrooms
DNA - Does Not Apply
FB - Interscholastic Football
MCL - Maximum Case Load

MCS - Maximum Class Size
N/A - Not Available
R - Resource
S - Students

SCON - Self-Contained
SC - School
SP - Support
T - Teachers
TAC - Teachers (Actual Count)

*If the staffing ratios for a phase are already in place in the county, then the subsequent phase should be implemented.

CHART VII
STAFFING RATIOS: School Level
Page Two

STAFFING LEVEL AND AREA	PHASE II* SHORT TERM IMPLEMENTATION	PHASE III* INTERMEDIATE IMPLEMENTATION	PHASE IV* LONG RANGE IMPLEMENTATION
B. Instructional Staffing Ratios			
1. General Education			
a. Early Childhood			
(1) All Classes			
3 & 4	1:25S MCS	Maintain Phase II	Maintain Phase II
(2) Exceptions			
(a) Kindergarten	1:20S/session	Maintain Phase II	Maintain Phase II
(b) TK-2	1:20 MCS	Maintain Phase II	Maintain Phase II
(c) Remedial	1:15	Maintain Phase II	1:12S MCS
b. Middle Childhood			
(1) All Classes			
(a) 5-8	1:25S MCS	Maintain Phase II	Maintain Phase II
(2) Exceptions			
(a) Physical Education	1:35S MCS	Maintain Phase II	Maintain Phase II
(b) Performing Music Groups			
a) Orchestra	No Limit	Maintain Phase II	Maintain Phase II
b) Band	No Limit	Maintain Phase II	Maintain Phase II
c) Chorus	No Limit	Maintain Phase II	Maintain Phase II
(3) Remedial (SPP)	1:15S MCS	Maintain Phase II	Maintain Phase II
c. Adolescent			
(1) All Classes			
(a) 9-12	1:25S MCS	Maintain Phase II	Maintain Phase II
(2) Exceptions			
(a) Physical Education	1:35S MCS	Maintain Phase II	Maintain Phase II
(b) Performing Music Groups			
a) Orchestra	No Limit	Maintain Phase II	Maintain Phase II
b) Band	No Limit	Maintain Phase II	Maintain Phase II
c) Chorus	No Limit	Maintain Phase II	Maintain Phase II
(3) Remedial (SPP)	1:15S MCS	Maintain Phase II	Maintain Phase II
(4) Composition/Creative Writing	1:20S MCS	Maintain Phase II	Maintain Phase II
(5) Laboratory (i.e., Foreign Language/Science)	1:20S MCS	Maintain Phase II	Maintain Phase II
(6) Driver Education			
1) Class	1:36S MCS	Maintain Phase II	Maintain Phase II
2) Lab	1:12S MCS	Maintain Phase II	Maintain Phase II

CHART VII
STAFFING RATIOS: SCHOOL LEVEL
Page Three

STAFFING LEVEL AND AREA	PHASE II* SHORT TERM IMPLEMENTATION	PHASE III* INTERMEDIATE IMPLEMENTATION	PHASE IV* LONG RANGE IMPLEMENTATION
2. Vocational Program Teachers			
a. Adult Basic Education	N/A	N/A	N/A
b. Business Education (9-12)			
(1) Class	1:20S MCS	Maintain Phase II	Maintain Phase II
(2) Typing I & II	1:30S MCS	Maintain Phase II	Maintain Phase II
c. Consumer/Homemaking			
(1) Class	1:25S MCS	Maintain Phase II	Maintain Phase II
(2) Lab	1:20S MCS	Maintain Phase II	Maintain Phase II
d. Diversified Cooperative Training	1:20S MCS	Maintain Phase II	Maintain Phase II
e. Health Occupations (N-12)			
(1) Class	1:20S MCS	Maintain Phase II	Maintain Phase II
(2) Clinical	1:10S MCS	Maintain Phase II	Maintain Phase II
f. Industrial Arts (9-12)	1:20S MCS	Maintain Phase II	Maintain Phase II
g. Industrial/Technical	1:20S MCS	Maintain Phase II	Maintain Phase II
h. Occupational Home Economics	1:20S MCS	Maintain Phase II	Maintain Phase II
i. Pre-Vocational Exploration	1:20S MCS	Maintain Phase II	Maintain Phase II
j. Vocational Agriculture/ Agribusiness	1:20S MCS	Maintain Phase II	Maintain Phase II
3. Exceptional Student Programs			
a. Behavioral Disorders	SCON 1:8S MCL R 1:10S MCL SP 1:20S MCL	Maintain Phase II	Maintain Phase II
b. Communication Disorders	R 1:35S MCL SP 1:35S MCL	Maintain Phase II	Maintain Phase II
c. Deaf-Blind	SCON 1:3S MCL R 1:6S MCL	Maintain Phase II	Maintain Phase II
d. Educable Mentally Handicapped			
(1) K-4	SCON 1:12S MCL R 1:15S MCL	Maintain Phase II	Maintain Phase II
(2) 5-8	SCON 1:12S MCL R 1:20S MCL	Maintain Phase II	Maintain Phase II

CHART VII
STAFFING RATIOS: SCHOOL LEVEL
Page Four

STAFFING LEVEL AND AREA	PHASE II* SHORT TERM IMPLEMENTATION	PHASE III* INTERMEDIATE IMPLEMENTATION	PHASE IV* LONG RANGE IMPLEMENTATION
e. Trainable Mentally Handicapped	SCON 1:6S MCL	Maintain Phase II	Maintain Phase II
f. Profoundly Mentally Handicapped	SCON 1:6S MCL	Maintain Phase II	Maintain Phase II
g. Gifted	SCON 1:12S MCL R 1:30S MCL	Maintain Phase II	Maintain Phase II
h. Hearing Impaired	SCON 1:8S MCL R 1:8S MCL	Maintain Phase II	Maintain Phase II
i. Physically Handicapped	R 1:12S MCL SP 1:15S MCL	Maintain Phase II	Maintain Phase II
j. Pre-School Handicapped	SCON 1:8S MCL R 1:15S MCL	Maintain Phase II	Maintain Phase II
k. Specific Learning Disabilities	SCON 1:8S MCL R 1:20S MCL SP 1:30S MCL	Maintain Phase II	Maintain Phase II
l. Visually Impaired	SCON 1:3S MCL R 1:3S MCL	Maintain Phase II	Maintain Phase II
C. Support Program Staffing 1. Library, Media Services a) Early	1/2:150-399S 1:400S+	1/2:0-149 1:150-599 2:600-1049 3:1050-1499 4:1500+	Maintain Phase II
b) Middle	1/2:150-349S 1:350-599S 2:600S+	1/2:0-149 1:150-599 2:600-1049 3:1050-1499 4:1500+	Maintain Phase II
c) Adolescent	1/2:0-299S 1:300-599S 2:600-1199S 3:1100S+	1/2:0-149 1:150-599 2:600-1049 3:1050-1499 4:1500	Maintain Phase II

CHART VII
STAFFING RATIOS: SCHOOL LEVEL
Page Five

STAFFING LEVEL AND AREA	PHASE II* SHORT TERM IMPLEMENTATION	PHASE III* INTERMEDIATE IMPLEMENTATION	PHASE IV* LONG RANGE IMPLEMENTATION
2. Counseling and Guidance Services			
a) Early	1:1400S	1:600S	1:450S
b) Middle	1:750S	1:500S	1:350S
c) Adolescent	1:400S	1:350S	1:300S
3. Clerical/Instructional/ Supervisory Aides			
a) Early			
(1) Pre-Kindergarten	1:15S	Maintain Phase II	Maintain Phase II
(2) Kindergarten	1:11-20S	Maintain Phase II	Maintain Phase II
(3) Transitional Kindergarten	1:11-20S	Maintain Phase II	Maintain Phase II
(4) 1-4	1:20T	1:10T	1:5T
b) Middle	1:25T	1:20T	1:15T
c) Adolescent	1:25T	Maintain Phase II	Maintain Phase II
d) Vocational	1:25T	Maintain Phase II	Maintain Phase II
e) Library/Media Paraprofessionals			
(a) Early	1:350-699S 2:700S+	1:350-699S 2:700-1049S 3:1050S+	1/2:0-349S 1:350-699S 2:700-1049S 3:1050-1499S 4:1500S+
(b) Middle	1:300-599S 2:600S+	1:300-599S 2:600-1049S 3:1050S+	1/2:0-299S 1:300-599S 2:600-1049S 3:1050-1499S 4:1500S+
(c) Adolescent	1:100-599S 2:600-1049S 3:1050S+	1:300-599S 2:600-1049S 3:1050-1499S 4:2500S+	1/2:0-299S 1:300-599S 2:600-1049S 3:1050-1499S 4:1400S+

CHART VII
STAFFING RATIOS: SCHOOL LEVEL
Page Six

STAFFING LEVEL AND AREA	PHASE II* SHORT TERM IMPLEMENTATION	PHASE III* INTERMEDIATE IMPLEMENTATION	PHASE IV* LONG RANGE IMPLEMENTATION
f) Secretary	1:SC+1:25T	Maintain Phase II	Maintain Phase II
g) Job Placement Coordinator	1:300S	Maintain Phase II	Maintain Phase II
h) Adult Education Coordinator	1:50 TAC	Maintain Phase II	Maintain Phase II
i) Athletic Trainer	1:SC with FB	Maintain Phase II	Maintain Phase II
j) Activities Coordinator			
(1) Middle	1:3000S	1:2000S	1:1500S
(2) Adolescent	1:3000S	1:2000S	1:1500S

CHART VIII
STAFFING RATIOS REQUIRED FOR A THOROUGH AND EFFICIENT EDUCATION
COUNTY LEVEL

STAFFING LEVEL AND AREA	PHASE II* SHORT TERM IMPLEMENTATION	PHASE III* INTERMEDIATE IMPLEMENTATION	PHASE IV* LONG RANGE IMPLEMENTATION
II. County Level			
A. Administration			
1. Superintendent	[illegible]	Maintain Phase II	Maintain Phase II
2. Assistant Superintendent for Instruction	1:400 T	Maintain Phase II	Maintain Phase II
3. Directors/Coordinators			
a. General Education	1:300 Gen. Ed. S	Maintain Phase II	Maintain Phase II
b. Special Education	1:300 Sp. Ed. S	Maintain Phase II	Maintain Phase II
c. Vocational Education	1:300 Voc. Ed. S	Maintain Phase II	Maintain Phase II
B. Instruction Area Coordinators			
1. General Coordinators			
a. Early	1:3500 S	1:3000 S	1:2500 S
b. Middle	1:3500 S	1:3000 S	1:2500 S
c. Adolescent	1:3500 S	1:3000 S	1:2500 S
d. Adult	1:3500 S	1:3000 S	1:2500 S
2. Program Coordinators			
a. General Programs			
1. Art	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
2. Driver Education	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
3. Foreign Language	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III

KEY:
C - County
T - Teachers (Full Time Equivalent)
ST - Speech Therapist
GEN ED - General Education
S - Students
SP ED - Special Education
VIS - Visually Impaired Students
VOC ED - Vocational Education

*If the staffing ratios for a phase are already in place, then the subsequent phase should be implemented.

CHART VIII
STAFFING RATIOS: COUNTY LEVEL
Page Two

STAFFING LEVEL AND AREA	PHASE II* SHORT TERM IMPLEMENTATION	PHASE III* INTERMEDIATE IMPLEMENTATION	PHASE IV* LONG RANGE IMPLEMENTATION
4. Health	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
5. Language Arts	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
6. Mathematics	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
7. Music	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
8. Physical Education	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
9. Reading	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
10. Science	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
11. Social Studies	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
b. Vocational Programs			
1) Adult Basic Education	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
2) Business Education	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
3) Consumer & Homemaking	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
4) Diversified Cooperative Training	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
5) Health Occupations Education	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
6) Industrial Arts Education	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
7) Industrial & Technical Education	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
8) Marketing & Distributive Education	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
9) Occupational Home Economics	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
10) Pre-Vocational Exploration	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III
11) Vocational/Agriculture/ Agribusiness	1:50 T (.2 base)	Maintain Phase III	Maintain Phase III

CHART VIII
STAFFING RATIOS: COUNTY LEVEL
Page Three

STAFFING LEVEL AND AREA	PHASE II* SHORT TERM IMPLEMENTATION	PHASE III* INTERMEDIATE IMPLEMENTATION	PHASE IV* LONG RANGE IMPLEMENTATION
c. Exceptional Student Programs			
1. Behavioral Disorders	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
2. Communications Disorders	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
3. Deaf-Blind	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
4. Educable Mentally Handicapped	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
5. Trainable Mentally Handicapped	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
6. Profoundly Mentally Handicapped	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
7. Gifted	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
8. Hearing Impaired	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
9. Physically Handicapped	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
10. Pre-School Handicapped	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
11. Specific Learning Disabilities	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
12. Visually Impaired	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
d. Support Services			
1. Program Coordinators			
a. Library/Media (K-12)	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II
b. Counseling and Guidance	1:50 T (. 2 base)	Maintain Phase II	Maintain Phase II
c. County Attendance Director	1 per county	Maintain Phase II	Maintain Phase II
d. Health Services	1:50 T (.2 base)	Maintain Phase II	Maintain Phase II

CHART VIII
STAFFING RATIOS: COUNTY LEVEL
Page Four

STAFFING LEVEL AND AREA	PHASE II* SHORT TERM IMPLEMENTATION	PHASE III* INTERMEDIATE IMPLEMENTATION	PHASE IV* LONG RANGE IMPLEMENTATION
2. Program Staff			
a. Psychologist	1:2500 S	1:2000 S	1:1500 S
b. Social Service/ Attendance Workers	1:2500 S	1:2000 S	1:1500 S
c. Audiologist	1:30,000 S	1:20,000 S	1:1500 S
d. Physical & Occupational Therapist			
1) Direct Service	Maintain Current Status	1:30 SP ED S	Maintain Phase III
2) Evaluation Service	Maintain Current Status	1:50 SP ED S	Maintain Phase III
e. Interpretors/Tutors	1:1 Eligible S	Maintain Phase II	Maintain Phase II
f. Orientation/Mobility Specialists	1:100 VIS	1:75 VIS	1:50 VIS
g. Vocational Evaluator (Special Education)	1:1000 SES	Maintain Phase II	Maintain Phase II
h. Staff Development Coordinator	1:5000 S	1:4000S	1:3000 S
i. Nurses	Included in another subcommittee's report		
j. Dental Hygienists	Included in another subcommittee's report		

CHART IX
STAFFING RATIOS REQUIRED FOR A THOROUGH AND EFFICIENT EDUCATION
REGIONAL LEVEL

STAFFING LEVEL AND AREA	PHASE II SHORT TERM IMPLEMENTATION	PHASE III INTERMEDIATE IMPLEMENTATION	PHASE IV LONG RANGE IMPLEMENTATION
III. Regional Level			
A. Administration			
1. Executive Director	1:Region	Maintain Phase II	Maintain Phase II
2. Director of Instructional Services	1:Region	Maintain Phase II	Maintain Phase II
3. Director of Research/Data Management	1:Region	Maintain Phase II	Maintain Phase II
B. Instruction			
1. General Program Specialists			
a. Art	CT	CT	CT
b. Foreign Language	CT	CT	CT
c. Health	CT	CT	CT
d. Language Arts	CT	CT	CT
e. Mathematics	CT	CT	CT
f. Music	CT	CT	CT
g. Physical Education	CT	CT	CT
h. Reading	CT	CT	CT
i. Science	CT	CT	CT
j. Social Studies	CT	CT	CT
2. Vocational Program Specialists			
a. Adult Basic Education	CT	CT	CT
b. Business Education	CT	CT	CT

KEY:

CT - Counties may contract with RESAs to purchase services of program specialists for low incidence content areas.

CHART IX
STAFFING RATIOS: REGIONAL LEVEL
Page Two

STAFFING LEVEL AND AREA	PHASE II SHORT TERM IMPLEMENTATION	PHASE III INTERMEDIATE IMPLEMENTATION	PHASE IV LONG RANGE IMPLEMENTATION
c. Consumer & Homemaking	CT	CT	CT
d. Diversified Cooperative Training	CT	CT	CT
e. Health Occupation Education	CT	CT	CT
f. Industrial Arts Education	CT	CT	CT
g. Industrial and Technical Education	CT	CT	CT
h. Marketing and Distributive Education	CT	CT	CT
i. Occupational Home Economics	CT	CT	CT
j. Vocational Agriculture/ Agribusiness	CT	CT	CT
3. Exceptional Student Program Specialists a. Behavioral Disorders	CT	CT	CT
b. Communication Disorders	CT	CT	CT
c. Deaf-Blind	CT	CT	CT
d. Educable Mentally Handicapped	CT	CT	CT
e. Trainable Mentally Handicapped	CT	CT	CT
f. Profoundly Mentally Handicapped	CT	CT	CT
g. Gifted	CT	CT	CT
h. Hearing Impaired	CT	CT	CT
i. Physically Handicapped	CT	CT	CT
j. Pre-School Handicapped	CT	CT	CT
k. Specific Learning Disabilities	CT	CT	CT
l. Visually Impaired	CT	CT	CT

CHART IX
STAFFING RATIOS: REGIONAL LEVEL
Page Three

STAFFING LEVEL AND AREA	PHASE II SHORT TERM IMPLEMENTATION	PHASE III INTERMEDIATE IMPLEMENTATION	PHASE IV LONG RANGE IMPLEMENTATION
4. Special Purpose Program Specialists a. Early Education	CT	CT	CT
b. Driver Education	CT	CT	CT
5. Support Services Program Specialists a. Library/Media	CT	CT	CT
b. Counseling and Guidance	CT	CT	CT
c. Social Services and Attendance Workers	CT	CT	CT
d. Health Services	CT	CT	CT
e. Audiologists	CT	CT	CT

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CHART X
STAFFING RATIOS REQUIRED FOR A THOROUGH AND EFFICIENT EDUCATION
STATE LEVEL

STAFFING LEVEL AND AREA	PHASE II SHORT TERM IMPLEMENTATION	PHASE III INTERMEDIATE IMPLEMENTATION	PHASE IV LONG RANGE IMPLEMENTATION
A. Assistant State Superintendent			
1. General and Special Education	1:SDE	Maintain Phase II	Maintain Phase II
2. Vocational Education	1:SDE	Maintain Phase II	Maintain Phase II
B. Assistant Bureau Chiefs			
1. Educational Development	1:SDE	Maintain Phase II	Maintain Phase II
2. Educational Administration	1:SDE	Maintain Phase II	Maintain Phase II
3. Vocational Administration	1/2:SDE	Maintain Phase II	Maintain Phase II
C. Directors			
1. Program Development	1:SDE	Maintain Phase II	Maintain Phase II
2. Special Education Administration	1:SDE	Maintain Phase II	Maintain Phase II
3. Research & Information Systems	1:SDE	Maintain Phase II	Maintain Phase II
4. School Effectiveness	1:SDE	Maintain Phase II	Maintain Phase II
5. Personnel Development	1:SDE	Maintain Phase II	Maintain Phase II
6. Administrative Services	1:SDE	Maintain Phase II	Maintain Phase II
7. Vocational Education			
a. Administration and Planning	1:SDE	Maintain Phase II	Maintain Phase II
b. Program Services	1/2:SDE	Maintain Phase II	Maintain Phase II
D. Assistant Directors (Vocational)			
1. Secondary and Special Programs	1:SDE	Maintain Phase II	Maintain Phase II
2. Postsecondary and Adult	1:SDE	Maintain Phase II	Maintain Phase II
3. CETA/YETP	1:SDE	Maintain Phase II	Maintain Phase II

KEY:

SDE - State Department of Education
IS - Increased Staffing

CHART X
STAFFING RATIOS: STATE LEVEL
Page Two

STAFFING LEVEL AND AREA	PHASE II SHORT TERM IMPLEMENTATION	PHASE III INTERMEDIATE IMPLEMENTATION	PHASE IV LONG RANGE IMPLEMENTATION
4. Data, Planning and Supportive Information	1:SDE	Maintain Phase II	Maintain Phase II
5. Instructional Services	1:SDE	Maintain Phase II	Maintain Phase II
E. General Coordinators			
1. Early Childhood Education	1:SDE	Maintain Phase II	Maintain Phase II
2. Middle Childhood Education	1:SDE	Maintain Phase II	Maintain Phase II
3. Adolescent Childhood Education	1:SDE	Maintain Phase II	Maintain Phase II
4. Adult Vocational Education	9:SDE	Maintain Phase II	Maintain Phase II
5. Vocational Education	1:SDE	Maintain Phase II	Maintain Phase II
a. Services to Business and Industry	1:SDE	Maintain Phase II	Maintain Phase II
b. Community Education	1:SDE	Maintain Phase II	Maintain Phase II
c. Public Service	1:SDE	Maintain Phase II	Maintain Phase II
d. Curriculum Development	1:SDE	Maintain Phase II	Maintain Phase II
e. CETA/YETP	1:SDE	Maintain Phase II	Maintain Phase II
f. Program Development	1:SDE	Maintain Phase II	Maintain Phase II
g. Industrial and Technical	1:SDE	Maintain Phase II	Maintain Phase II
h. Job Placement (IS)	1:SDE	Maintain Phase II	Maintain Phase II
F. Program Coordinators			
1. General Education			
a. Art	1:SDE	Maintain Phase II	Maintain Phase II
b. Pre-Kindergarten	1:SDE	Maintain Phase II	Maintain Phase II
c. Driver Education	1:SDE	Maintain Phase II	Maintain Phase II
d. Foreign Language (IS)	1:SDE	Maintain Phase II	Maintain Phase II
e. Health	1:SDE	Maintain Phase II	Maintain Phase II

CHART X
STAFFING RATIOS: STATE LEVEL
Page Three

STAFFING LEVEL AND AREA	PHASE II SHORT TERM IMPLEMENTATION	PHASE III INTERMEDIATE IMPLEMENTATION	PHASE IV LONG RANGE IMPLEMENTATION
f. Language Arts	1:SDE	Maintain Phase II	Maintain Phase III
g. Mathematics	1:SDE	Maintain Phase II	Maintain Phase III
h. Music	1:SDE	Maintain Phase II	Maintain Phase II
i. Physical Education (IS)	1:SDE	Maintain Phase II	Maintain Phase II
j. Reading	1:SDE	Maintain Phase II	Maintain Phase II
k. Science	1:SDE	Maintain Phase II	Maintain Phase III
l. Social Science	1:SDE	Maintain Phase II	Maintain Phase II
2. Vocational Education a. Program Coordinators 1) Disadvantaged, Handicapped and Work Study	1:SDE	Maintain Phase II	Maintain Phase II
2) Marketing and Distributive Education (1/2 IS)	1:SDE	Maintain Phase II	Maintain Phase II
3) Cooperative Education (1/2 IS)	1:SDE	Maintain Phase II	Maintain Phase II
4) Adult Basic Education	1:SDE 4:8 Regions	Maintain Phase II	Maintain Phase II
5) Facilities, Equipment and Planning	1:SDE	Maintain Phase II	Maintain Phase II
6) Statistical Service and State Plan Development	1:SDE	Maintain Phase II	Maintain Phase II
7) Health Occupations	1:SDE	Maintain Phase II	Maintain Phase II
8) Vocational Agriculture	1:SDE	Maintain Phase II	Maintain Phase II
9) Business and Office Education	1:SDE	Maintain Phase II	Maintain Phase II
10) Consumer and Homemaking	1:SDE	Maintain Phase II	Maintain Phase II
11) Occupational Home Economics (IS)	1:SDE	Maintain Phase II	Maintain Phase II

CHART X
STAFFING RATIOS: STATE LEVEL
Page Four

STAFFING LEVEL AND AREA	PHASE II SHORT TERM IMPLEMENTATION	PHASE III INTERMEDIATE IMPLEMENTATION	PHASE IV LONG RANGE IMPLEMENTATION
12) Industrial and Technical Education	1:SDE	Maintain Phase II	Maintain Phase II
13) Fiscal Control	1:SDE	Maintain Phase II	Maintain Phase II
14) Industrial Arts	1:SDE	Maintain Phase II	Maintain Phase II
15) Prevocational Exploration	1:SDE	Maintain Phase II	Maintain Phase II
b. Program Specialists			
1) Vocational Agriculture	1:SDE	Maintain Phase II	Maintain Phase II
2) Consumer and Homemaking	1:SDE	Maintain Phase II	Maintain Phase II
3) Industrial and Technical Education	3:SDE	Maintain Phase II	Maintain Phase II
4) Business and Office Education	2:SDE	Maintain Phase II	Maintain Phase II
5) Health Occupations	1:SDE	Maintain Phase II	Maintain Phase II
6) Sex Equity	1:SDE	Maintain Phase II	Maintain Phase II
7) Curriculum Laboratory	1:SDE	Maintain Phase II	Maintain Phase II
8) Craft Program	1:SDE	Maintain Phase II	Maintain Phase II
9) Media Technician	1:SDE	Maintain Phase II	Maintain Phase II
3. Special Education			
a. Special Education Administration Services	2:SDE	Maintain Phase II	Maintain Phase II
b. Special Education Program Monitoring	2:SDE	Maintain Phase II	Maintain Phase II
c. Residential Programs	1:SDE	Maintain Phase II	Maintain Phase II
d. Behavioral Disorders	1:SDE	Maintain Phase II	Maintain Phase II
e. Communication Disorders	1:SDE	Maintain Phase II	Maintain Phase II

CHART X
STAFFING RATIOS: STATE LEVEL
Page Five

STAFFING LEVEL AND AREA	PHASE II SHORT TERM IMPLEMENTATION	PHASE III INTERMEDIATE IMPLEMENTATION	PHASE IV LONG RANGE IMPLEMENTATION
f. Deaf-Blind	1:SDE	Maintain Phase II	Maintain Phase II
g. Gifted	1:SDE	Maintain Phase II	Maintain Phase II
h. Hearing Impaired	1:SDE	Maintain Phase II	Maintain Phase II
i. Mental Handicapped	1:SDE	Maintain Phase II	Maintain Phase II
j. Physically Handicapped	1:SDE	Maintain Phase II	Maintain Phase II
k. Preschool Handicapped	1:SDE	Maintain Phase II	Maintain Phase II
l. Specific Learning Disabilities	1:SDE	Maintain Phase II	Maintain Phase II
m. Visually Impaired	1:SDE	Maintain Phase II	Maintain Phase II
G. Support Program Coordinators			
1. Student Support Services	1:SDE	Maintain Phase II	Maintain Phase II
2. Guidance	1:SDE	Maintain Phase II	Maintain Phase II
3. Library/Media (IS)	1:SDE	Maintain Phase II	Maintain Phase II
4. School Psychology	1:SDE	Maintain Phase II	Maintain Phase II
5. Educational Technology (IS)	0:SDE	Maintain Phase II	Maintain Phase II
6. Health Services (IS)	0:SDE	Maintain Phase II	Maintain Phase II
7. Educational Assessment (IS)	2:SDE	Maintain Phase II	Maintain Phase II
8. State-County Testing Program	1:SDE	Maintain Phase II	Maintain Phase II
9. Social Services/Attendance	1/2:SDE	Maintain Phase II	Maintain Phase II
G. Administrative Support/Internal Operations			
1. Policy Analysis	1:SDE	Maintain Phase II	Maintain Phase II
2. Fiscal Management	1:SDE	Maintain Phase II	Maintain Phase II
3. Certification	3:SDE	Maintain Phase II	Maintain Phase II
4. Textbook Adoption (IS)	1/2:SDE	Maintain Phase II	Maintain Phase II

CHART X
STAFFING RATIOS: STATE LEVEL
Page Six

STAFFING LEVEL AND AREA	PHASE II SHORT TERM IMPLEMENTATION	PHASE III INTERMEDIATE IMPLEMENTATION	PHASE IV LONG RANGE IMPLEMENTATION
5. Data Processing (IS)	1:SDE	Maintain Phase II	Maintain Phase II
6. Data Preparation (IS)	2:SDE	Maintain Phase II	Maintain Phase II
7. Data Management	1:SDE	Maintain Phase II	Maintain Phase II
8. School Classification/Evaluation	2:SDE	Maintain Phase II	Maintain Phase II
H. Professional Development Specialists			
1. Teacher Education	3:SDE	Maintain Phase II	Maintain Phase II
2. Continuing Education	3:SDE	Maintain Phase II	Maintain Phase II

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2. Instructional Practices

a. Students have the opportunity to achieve the learning outcomes assessed in their evaluations.

b. The teacher utilizes instructional management techniques which increase student learning and maximize student time on task.

   1) Teachers have a written scope and sequence of the content they deliver.

   2) Teachers assess and appropriately place students.

   3) The teacher communicates expected outcomes to students before instruction occurs.

   4) Teachers develop and utilize written lesson plans.

   5) Teachers use supplementary instructional materials correlated with the expected learning outcomes.

   6) The teacher provides practice in effective work habits as a part of instruction.

   7) The teacher provides review and repetition and reinforces previously learned skills before introducing new ones.

   8) The teacher continually monitors and provides individual feedback to students on their work and progress.

   9) The teacher provides remediation and enrichment opportunities for students.

c. The teacher fosters a classroom climate conducive for student learning.

   1) Teachers set high positive expectancies for the students in their classes.

   2) The classroom atmosphere is pleasant, orderly and secure but allows for flexibility.

   3) Teachers have a system of rules that allow students to attend to their personal and procedural needs.

   4) Teachers engage students successfully in meaningful instructional activities during the allocated instructional time.

   5) The teacher offers encouragement and acknowledgement for individual student accomplishments.

   6) The school and teachers allow minimal interruptions to intrude on classroom time.

7) The teacher exhibits professional behavior, including consideration and respect for individual differences, and guards confidentiality regarding student performance.

3. Personnel

a. Instructional Staffing

1) Certification

a) The county provides professionally certified teachers to implement each program of study.

b) Professional educators, falling under state board policy 5100, must: 1) graduate from an approved program; 2) meet the basic skills proficiency level; 3) meet the content specialization proficiency level; and 4) meet the performance assessment proficiency level before they can be recommended for a license.

c) All professional staff are working in their area of certification.

2) Teaching Assignment

a) Each teacher and library/media professional has at least one period daily, excluding travel time, for preparation.

b) Teachers have the responsibility of implementing their curricula program of studies.

c) Each teacher has the responsibility of providing students the opportunity to master the learning outcomes.

d) To promote program articulation, teachers have a general knowledge of the learning outcomes for all levels of their program of studies (K-12).

b. Supervisory/Administrative Staffing

1) Schools with 5 classrooms or more provide the full-time services of a principal responsible for administration, supervision of instruction, curriculum evaluation and community relations.

a) High schools with an enrollment of more than 350 students have an assistant principal.

b) Middle/junior high schools with an enrollment of more than 400 students have an assistant principal.

c) Primary/elementary schools with an enrollment of more than 500 students have an assistant principal.

d) All schools have an additional assistant principal for every 500 students above the required ratios or major fraction thereof.

2) The ratios of teachers to supervisors are sufficient to provide adequate instruction and support to the curricular and instructional program.

a) Each county has the services of a director of instruction.

b) Each county has the services of a director/coordinator of special education. In small counties, a director/coordinator may be part-time but must hold proper certification.

c) Each county has the services of a director/coordinator of vocational education. In small counties, a director/coordinator may be part-time but must hold proper certification.

d) Each county has the services of two general coordinators; one for early childhood (K-4), and middle childhood (5-8) education. And, one for adolascent (9-12) and adult education. Counties over 10,000 students have four general coordinators, one at each level.

e) Each county has the services of one full-time program coordinator for every 50 teachers/professionals served, or major fraction thereof, in each curricular/program area. (Each county is eligible for a base allocation of two tenths of a position for each program area regardless of size.

(1) In smaller counties and/or programs with less than 50 teachers, the provision of supervisory staffing may be achieved by having a part-time position, or multi-county specialists.

(2) Program coordinators are responsible for the delivery of the program , monitoring pupil and program evaluation, and providing services to specific teachers as requested by the teacher and principal.

f) State department of education coordinators are employed to coordinate the development, implementation and evaluation of each state approved program study.

g) State Department consultants are employed to coordinate the state approved programs for early, middle, adolescent and adult education.

c. Professional Development

1. Orientation

a) An orientation to the program of study is conducted for new teachers at the beginning of each school year and continuing through the first year of employment.

b) When counties adopt new textbooks/programs, orientation meetings are held for all teachers who will be using the materials.

2. Staff Development

a) The county operates a system to implement and evaluate the Systematic Program of Continuing Education for Public School Personnel in West Virginia (5500), including provisions for follow-up as an integral part of its annual comprehensive professional development plan.

   1) A meaningful continuing education program with support materials and resources is available each year.

   2) The county's continuing education program is based upon a school building, individual, and program needs assessment.

   3) Continuing education activities address the needs of administrators, teachers, and aides.

      (a) All professional personnel and instructional aides develop an individual comprehensive professional development plan annually. The plans are placed on file at the county office.

      (b) Administrators participate in job-related staff development on a yearly basis, based upon an outcome oriented plan.

      (c) The continuing education programs available to all teachers are directly relevant to: (a) the curriculum they are currently teaching; (b) the teaching strategies appropriate to that curriculum; (c) classroom management skills; (d) techniques appropriate for learners with various exceptionalities, learning styles; (e) alignment of learning outcomes to instructional strategies, material and resources; and, (f) student and program evaluation.

   4) Professional development training occurs throughout the school year in order to achieve maximum effectiveness.

   5) The total professional development activities of each individual staff member consist of not less than one-half day per month of his/her contractual year.

   6) Continuing education activities scheduled on the approved county calendar must take place. Such activities may be rescheduled but not cancelled.

b) The state curricular coordinator(s) and county supervisor(s) work cooperatively to promote professional development activities, based on assessed needs, in order to extend the competencies of professionals in specialized content areas.

c) The county provides the opportunity for professional personnel to visit and observe innovative and exemplary programs, teachers and administrators.

d) The county provides the opportunity for professional personnel to participate in professional meetings.

e) The county provides a resource center for professional development which contains professional literature supportive materials, and equipment and supplies for materials production. Smaller counties may be served by multi-county resource centers.

d. Support Staffing

1. Aides are employed to enhance the classroom environment.

   a) Aides serve principally to relieve teachers of non-instructional duties or to assist in instructional related activities in appropriate programs. Duties may include but are not limited to: (1) aid to the teaching staff by providing: a) clerical and duplication assistance; b) in-class assistance; and c) tutorial services; (2) distribution of textbooks, supplies, and art materials to the classroom; (3) lunchroom supervision; (4) playground supervision; (5) supervision of students confined to the building during recess on days of inclement weather; (6) bus station supervision; (7) collections; and (8) maintenance of inventories, locker and bus lists and census cards.

   b) Program specific aides.

      1) Kindergarten, transitional kindergarten and remedial teachers have one aide if the class enrollment exceeds 10 students.

      2) Aides are available for exceptional children as required by the individual educational plan.

   c) General school aides.

      1) Primary/elementary schools have one aide for every five teachers.

      2) Middle/junior high schools have one aide for every 15 teachers.

      3) High schools and vocational schools have one aide for every 25 teachers.

      4) School aides are scheduled by the principal after staff consultation.

2. The county has the services of a designated attendance officer.

3. In every school there is a sectetary/aide. Schools with five classrooms or more have a full-time secretary.

4. Counties use community resources and competent people, in their area of expertise, in innovative ways on a part-time or contractual basis in order to complement, support, or extent the instructional program.

4. Facilities

a. Specialized Classroom Characteristics

(1) The teacher's station adequately provides for personal effects, desk work, preparation of lesson materials, instructional aids and lockable storage.

(2) Electrical outlets are adequate for the effective use of educational technology.

b. Specialized Rooms and Facilities

(1) Classrooms built after July 1, 1983, meet the standards described in the Handbook on Planning School Facilities.

(2) There is a professional library containing resources for teachers at the county level.

(3) Facilities for independent study are available.

c. Classroom/School Accessibility

(1) School programs and classrooms are accessible to all students. No student shall be denied an opportunity for a program of study due to its location or the handicapping condition of the student.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) The textbook/program used as the primary resource for instruction in required areas of study is on the most recent list of state adopted textbooks or is governed by a state board exemption.

(2) Counties select textbooks/programs which correlate with the learning outcomes for each program of study.

(3) Each student has the necessary textbooks to support the curricular and instructional program.

(4) Supplemental resources are selected on the basis of their alignment with learning outcomes of the program of studies.

(5) An inventory list of instructional materials at the county, school, regional and state levels is provided to all teachers.

(6) Appropriate instructional materials and equipment are available, in good operating condition, and are sufficient for the size of the group to be served.

(7) Program guides:

   (a) State and county board approved program guides, which include learning outcomes, materials, supply and equipment lists, are available to the public upon request.

   (b) A state board approved program guide is available to students and school personnel for continuous use, review and comment.

   (c) Each teacher has a copy of the appropriate program guide for the grade level or area of study.

(8) Housing of materials and resources:

   (a) Specialized laboratory materials and resources are housed in sufficient numbers in each classroom area.

   (b) Materials and resources used routinely are housed and circulated through the media center.

   (c) Materials and resources that are expensive and not utilized on a frequent basis are housed and circulated through a state, regional education service agency, or county center.

b. Equipment

1) Each school has the following equipment in sufficient quantities, available and readily accessible to teachers: video equipment, filmstrip projectors, slide projectors, previewers, audiovisual carts, cassette recorders, overhead projectors, 16mm projectors, photo copiers, ditto machines, laminators, paper cutters, typewriters, and microcomputers.

2) Teachers have regular and easy access to the means to reproduce daily newspaper stories and magazine articles, video-tape (camera, recorder, television) and record radio programming.

3) The quantity of equipment to be supplied per school is set by the library/media standards.

4) Less frequently used equipment, such as film, filmstrip, slide and opaque projectors and video playback equipment, is available from the school's media center.

5) The county provides for regular maintenance of all audiovisual equipment.

6) The county provides training of teachers and other personnel in the use and maintenance of equipment.

C. PROGRAM ASSURANCES

1. Student Evaluation

a. The county participates in the state-county testing program.

b. Student achievement is measured, using tests and performance evaluations of the learning outcomes listed in the program of study.

c. The county, each school and each teacher has a system to monitor student progress toward mastery of the state and local board approved specified learning outcomes.

d. A record of the learning outcomes each student has achieved is kept and made available to the student and parent/guardian upon request.

e. Student progress through the program is determined on the basis of two or more of the following: 1) teacher evaluation of the pupil, 2) acceptable ability related to achievement on a standardized test; 3) student progress on a skills continuum.

f. Assessment of student performance is conducted at the entry to and exit from each area of study.

   1) The levels and rate of instruction are consistent with the student's readiness to learn.

   2) Mastery of learning outcomes is considered before a decision is made to advance students to higher level areas of study.

g. All students have the option to test out of all or parts of the learning outcomes within an area of study, to substitute equivalent experiences for an area of study, and to take college level instruction for both high school and college credit. County boards of education will establish policies governing this standard, including proficiency levels.

h. The county has a policy setting forth the circumstances and criteria under which a student may be retained or promoted, consistent with state policies.

i. County and school personnel use the results of the statewide testing program to identify student needs and to plan instruction to meet the identified needs.

j. For students in remedial programs:

   1) progress checks are made by the teacher at least every grading period to verify agreement with the individual educational plan.

   2) If student progress is unsatisfactory, the persons providing the special program modifies the plan in consultation with parents, the student, and needed specialists.

3) At the end of the planned period of intervention, an evaluation is made to determine the extent to which student plan objectives were achieved. At the end of the planned intervention period (at least annually) a review is made by the teacher, student, parents, and other needed specialists to determine whether the special program should be continued or altered.

k. The county has implemented plans to reduce the student dropout rate by 1) providing instructional opportunities to meet student needs and to satisfy high school graduation requirements, 2) identifying potential dropouts and attempting to prevent dropouts from occurring, 3) maintaining accurate records pertaining to withdrawals, and 4) implementing instructional programs for dropouts to reenter school.

2. Staff Evaluation

a. Counties participate in the state approved staff evaluation system.

b. County boards of education are authorized to incorporate locally derived evaluative criteria into the approved system.

3. Educational Program Evaluation

a. Each county has developed specific plans and procedures assuring program accountability to the local board, to the public and the state board and legislature.

b. The county has a written description of the instructional program which includes a concepts and learning outcomes continuum (K-12) in each curricular area. The description identifies learning outcomes and indicates the development of skills and/or concepts across grade levels in each curricular area.

c. The county has a written description of the process used to evaluate programs of study.

d. The county has an educational advisory council composed of parents and lay citizens with sections for General, Vocational, Exceptional, Support Programs, and Community Relations. This standard may be supplemented by a curriculum council structure with representation from program improvement committees.

1) The county has on file an approved policy on the establishment and maintenance of the educational advisory council.

2) The educational advisory council meets at least twice a year and minutes are kept.

3) The county has designated personnel who have the responsibility to coordinate the educational advisory councils.

e. System of Petition

1) The state and county boards of education have policies on file which provide procedures for citizens to petition county boards of education, county superintendents of schools, or other administrative officials for failure to provide elements of a thorough and efficient education as prescribed by state statute or policies of the West Virginian Board of Education

2) The petition mechanism affords citizens an opportunity to petition, to be heard after receiving reasonable notice, and to receive a written decision which includes timelines for implementing a decision found in favor of the petitioner.

3) The procedures provide for parent/citizen appeal to the state superintendent of schools after all avenues for remedy have been exhausted at the school and/or county levels.

4) Appropriate state and local records on these petitions are maintained by boards of education and schools. Records maintained include the subject of the petition and subsequent action taken.

4. School Evaluation

a. School Effectiveness

1) Each school has a school site council comprised of a majority of parents and lay citizens.

2) The school site council meets at least quarterly and minutes are kept.

3) The school participates in the state management information system.

a) Schools provide data to, and get information from, a reporting system which meets the data needs of the state.

b) All required school information is collected through one coordinated system so that data is not requested more than once.

c) Reports submitted by schools are cross validated through a state department computerized information system.

d) Verification is provided by on-site visits conducted by state department of education staff, by county accreditation teams, or school evaluation teams.

4) Schools conduct a self-study on the thorough and efficient standards at least every four years. The West Virginia Department of Education staff provides training for county personnel responsible for self-study training within their county.

a) The school uses management information system (MIS) data, student performance records, and input from the school site council to develop a four-year school improvement plan.

b) An updated school improvement plan is submitted annually to the county superintendent.

b. School Classification

1) Schools are evaluated to determine their compliance with the thorough and efficient standards through the school classification system.

a) School classification activities are coordinated with county accreditation activities.

b) Each school's classification, and planning activities is validated by an evaluation team.

(1) Evaluation teams, selected by the state superintendent of schools, are made up of parents and lay citizens and local, regional and higher education personnel who do not work within the county where the school being evaluated is located.

(2) The trained evaluation teams consist of no fewer than three persons and no more than twelve persons depending upon the size and the nature of the school.

(3) There is an evaluation team visit every four years. (Approximately one third of the schools in each county should be visited on each of the three years when a county accreditation on-site is not scheduled.)

(4) Expenses for conducting the on-site visits and the school self-studies, are paid through appropriation provided by the West Virginia Legislature.

2) Schools are classified every four years.

(a) Results of the school's evaluation are provided to the county board of education, the building administrator, and teachers to be used for program improvement.

(b) Follow-up visits by state staff are used to evaluate progress toward meeting unmet standards.

(c) An appeals process assures county superintendents and/or school principals the right to appeal official findings or reports of classification and/or on-site visits.

(1) The pending classification of the schools is submitted to the county superintendent and the respective school principals in preliminary written reports.

(2) The superintendent and/or principals have thirty days to provide additional data for clarification. After the thirty-day period, the final classifications report is submitted to the county superintendent and the school principal by the state superintendent of schools.

(d) All non-public schools are given the opportunity to participate fully in the school classification system.

5. County accreditation is conducted by the West Virginia Department of Education in accordance with state board policy.

6. Management and Information Systems

   a. County boards of educations participate in a state level management information system and research and development processes to determine the effectiveness of the master plan.

   b. The West Virginia Board of Education and county boards of education use data from the management information system to 1) modify and adjust learning outcomes in programs of study and areas of study, instructional time allocations, classification, and resource allocations, 2) develop educational programs to meet the identified needs of learners in early childhood, middle childhood and adolescent education, 3) modify and adjust the master plan, 4) develop improvement packages for legislative consideration, 5) modify and adjust policies, roles and regulations of the West Virginia Board of Education and county boards of education.

ART EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

A sequential program of study in art is essential for a balanced high quality education. The skills and concepts taught in art are the basis for future learning and communication. Through art the student learns to see, produce, appreciate and judge the designs, patterns and images of our society and past civilizations. Art is a linking agent which helps students to draw comparisons, establish values and effectively communicate and express ideas. The meaningful school art program teaches the feeling and seeing of visual relationships, the making of art, the study of works of art and the critical evaluation of art. The art program of study herein is designed to provide these opportunities for each West Virginia student.

2. Program of Study

a. Students receive art instruction throughout each year in grade levels K-8.

b. In grades 9-12, General Art I, II, III, IV and art history/appreciation is offered daily by each school.

c. The county incorporates at least seven electives into the five required areas of study at the adolescent/high school education level.

d. The curriculum includes a large variety of learning experiences designed to engage students directly in an active learning process.

e. Career education in the visual arts is a component of the art program of study.

f. Parents and interested citizens are encouraged to become involved in the school art program.

3. Learning Outcomes [Refer to Common Standards.]

4. Co-curricular Activities

All art teachers have the opportunity to plan field trips for students to local art exhibits, displays and shows.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

The county has a policy for the identification and teaching of students who are gifted or talented in art.

b. Time Allocation [Refer to Common Standards.]

c. Funding

(1) The county develops and uses a distinctly separate budget for the art program.

(2) The budget contains funds for new or replacement art equipment and the repair and maintenance of equipment.

2. Instructional Practices

a. All regularly scheduled instruction in art is conducted by fully certified art teachers. Supplementary art experiences are conducted by classroom teachers with the guidance of the certified art specialist.

b. The teacher actively engages art with other instructional areas without reduction of time, resources or quality of the art curriculum.

c. Teachers display evidence of current art learning in the classroom, school and community.

d. Teachers use educational purposes and criteria to govern student participation in poster contests, decorations and award programs.

e. Art instructions at all educational levels teach students safe procedures, the dangers of art material misuse and use of protective clothing and equipment.

3. Personnel

a. Instructional Staffing

(1) In grades K-4 art is taught to each child by a certified art specialist.

(2) Supplemental art experiences in grades K-4 are conducted by the classroom teacher.

(3) In grades 5-8, middle school/junior high schools, art is taught by a certified art specialist.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

Each art teacher is engaged to some extent in creative art production or study.

d. Support Staffing

(1) Copies of the school and county art curriculum are provided to art teachers, administrators, guidance counselors and media center personnel.

(2) Support staffing such as artists-in-residence, visiting artists and/or craftsmen are utilized to enrich and enhance the regular program of art instruction.

4. Facilities

a. Specialized Classroom Characteristics

(1) The county's art room(s) exemplifies the value of well-designed learning environments. They are functional, healthful and aesthetically appropriate work spaces.

(2) The county art supervisor and art teachers participate in the planning of all new and renovated art facilities/room(s).

(3) The art room work space is large enough and planned for sufficient flexibility, to permit varied individual and group activities simultaneously.

(4) All electric and gas kilns are hooded and mechanically ventilated when in use.

(5) A ceramic kiln is co-located with each general art classroom.

(6) Appropriate student project storage is provided for each art class.

b. Specialized Rooms and Facilities

(1) Within every early/elementary school, one special art room is provided for every 500 children.

(2) Within every middle/junior high school one special art room is provided for every 150 pupils enrolled in art areas of study or less.

(3) Within every high school one art room is provided for every 150 pupils enrolled in art areas of study or less.

(4) Middle school (5-8) and high school (9-12) level art room(s) will contain work areas suitable for ceramics, metal work, printmaking, textile design, sculpture and photography.

(5) Elective studio art areas of study are taught in facilities which meet the special needs of that art form.

(6) Sufficient storage space for art materials and student projects is located close to every art room. This storage space will be at least: Early Childhood Education (K-4), 350 Square Feet; Middle Childhood Education (5-8), 400 Square Feet; and, Adolescent Education (9-12), 400 Square Feet.

(7) Art room(s) in new schools are located on the ground floor for ease of movement of large projects, supplies, equipment and outside access.

(8) Special ventilation systems are utilized in the art rooms to handle fumes, dust, odors and gases from turpentine, lacquer thinners, acids, toxic markers and clays. Special areas such as kiln rooms, dark rooms, pug mills, burnout kilns and acid areas require additional specific ventilation.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Materials and equipment are sufficient to implement the art program established in the county art curriculum document, including safety precautions and regulation established by district policy.

(2) The county art supervisor recommends the specifications and standards for art materials, equipment and resources purchased for the schools.

(3) All art equipment in a school is under the supervision of the art teacher.

(4) The following instructional equipment is available to every art teacher: art education films, art education filmstrips, art reproductions, originial art, audiovisual equipment, art periodicals for students and teachers, three dimensional reproductions, art resource books, art history books, art appreciation books, art library books proportionate to student enrollment of the school, demonstration equipment (i.e., professional art tools and materials), access and student use of computer terminals, and a mechanically ventilated electric or gas ceramic kiln.

(5) Itinerant or traveling art teachers are provided with the following equipment: sufficient lockable storage space in each school served, a collapsible cart for the movement of art materials between regular classrooms, portable modular display panels to display student work, a large paper cutter, chalkboard, projector for films and slides, television, easy access to a sink, flat work tables and chairs, large trash containers, a budget for consumable art supplies, individual teacher work areas for planning and preparation of materials.

(6) At the middle and adolescent levels, the school media center contains art-related books, periodicals, reproductions, slides, films and tapes.

(7) At the middle and adolescent levels, basic tools, equipment and supplies are provided for the general art room for sculpture, printmaking, drawing, painting, textile design, ceramics and photography.

(8) Consumable art supplies and materials at the early/elementary school level (K-4) include sufficient quantities of the following:

Paper - bond, drawing, poster, construction, newsprint, cardboard, tissue
Adhesives - glue, paste, tape
Drawing Utensils - crayons, pencils, chalks, oil pastels, markers, drawing pens
Three Dimensional Materials - clays and glazes, metal, wire, wood, plaster, papier-mache
Paint - water color, tempera, finger paint
Painting Materials - brushes (large, medium, flat, round, japanese), easels, painting smocks
Printing Materials - blocks, inks, brayers, polyprint
Textiles - yarns, threads, fibers, burlap, felt, cotton, hand looms

(9) Consumable art supplies and materials at the middle/junior high school level (5-8) include sufficient quantities of the following:

Paper - bond, drawing, poster, construction, matt, news print, cardboard, tissue, illustration
Adhesives - glue, paste, tape, metal adhesive, rubber cement
Drawing Utensils - crayons, conti pencils, color pencils, chalks, oil pastels, markers, drawing pens, charcoal
Three Dimensional Materials - clays-glazes, metal, foil, wire, wood, plaster, rubber mold, papier-mache
Paint - inks, water color, tempera, acrylic
Painting Materials - brushes, (large, small, medium, round, flat, japanese, lettering), palette knifes, canvas

Printing Materials - linoleum, cutters, block ink, silk screen frames, brayers, polyprint, inks
Textiles - yarns, threads, fibers, burlap, felt, cotton

(10) Consumable art supplies and materials for general art classes at the adolescent/high school level (9-12) include sufficient quantities of the following:

Paper - bond, drawing, poster, construction, matt, newsprint, cardboard, tissue, illustration.
Adhesives - glue, paste, tape, metal adhesive, rubber cement
Drawing Utensils - crayons, conti pencils, color pencils, chalks, oil pastels, markers, drawing pens, charcoal
Three Dimensional Materials - clays-glazes, metal, foil, wire, wood, plaster, rubber mold, papier-mache
Paint - inks, eater color, tempera, acrylic
Painting Materials - brushes, (large, small, medium, round, flat, japanese, lettering), palette knife, canvas,
Printing Materials - linoleum, cutters, block, ink, silk screen frames, brayers, polypaint, inks
Textiles - yarns, threads, fibers, burlap, felt, cotton

(11) Consumable art supplies and materials for elective art studio class at the adolescent/high school level (9-12) are of sufficient quality and quantity to meet the educational objectives of that area of study.

C. PROGRAM ASSURANCES

1. Student Evaluation

a. Each art teacher has a written policy which outlines their methods, procedures and timelines for the evaluation of students.

b. Outstanding student achievement in art is acknowledged and given the same status as intellectual achievement in the school.

2. Program Evaluation

a. Art teachers participate with administrative leaders in decisions about curriculum, scheduling, staffing, budget, facilities, equipment, materials, supplies, activities and professional development.

b. During the county art curriculum planning process the art staff consults with representatives from other subject areas, local art agencies and art councils.

FOREIGN LANGUAGE EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

In today's world, international understanding is a necessity. The United States needs more people who understand the peoples of the world, their languages, cultures and institutions. It is vital to our foreign policy, to our defense and to our economy to develop this understanding as well as the ability to communicate in other languages. As one's abilities to understand, speak, read and write a new language develop, one gradually deepens his/her knowledge of the people who use it, of their customs and institutions and of the significant features (such as geography, economics, politics, history, literature, music and art) of the countries and regions where the language is spoken.

Modern languages are not necessarily those that are spoken outside the United States, since within our borders there are concentrations of speakers of other languages. In addition, foreign language study includes classical as well as modern languages. Although Latin is no longer spoken, the study of Latin offers students the opportunity to understand the contributions of the Romans to the development of our Western culture and to perceive the thoughts and ideas of other human beings expressed from very different perspectives.

In addition to development of communication skills in the foreign language and increased cultural awareness, the benefits derived from this study include improved vocabulary and reading skills in English, an awareness of the structure of language, the development of logical thinking skills through the study of this structure, the development of inference skills through the comparison of the two languages and the realization of the importance of regular study.

To gain proficiency in foreign languages, longer sequences of language study are required, foreign languages must be introduced during the early childhood years and five units of language beyond the elementary school must be offered. Also, the needs of the non-college bound student and the career implications of foreign language knowledge must be addressed. Only then can foreign language study meet the needs of the global community of the twenty-first century.

2. Program of Study

a. The foreign language program includes three kinds of language experiences:

(1) Integrated language programs for grades 3 - 6 make the student aware of different cultures through integration of foreign language learning outcomes into other areas of study, such as social studies, art, music, language arts and reading.

(2) Sequential language programs are offered in grades 7-12 in specific languages and provide for sequential development of foreign language skills as identified in the learning outcomes.

(3) Special topic language programs in grades 9-12 are designed for special interests or needs (e.g., vocabulary development through Latin, travel in Mexico, French cooking), are not used as prerequisites for sequential language programs or to meet college entrance requirements and have varying amounts of foreign language skills development.

b. Sequential programs in grades 5 and 6 place primary emphasis on learning new speech habits rather than on the formal study of grammar.

c. In both Levels I and II of modern languages, listening and speaking precede reading and writing.

d. The study of culture is an integral part of language study and includes customs, traditions, values and behavior patterns of the people in the target culture; social institutions, history, literature, geography and the arts of the target culture; contributions to and influences on the student's own culture; and current events as they relate to the target culture.

e. Based upon student interest, additional sequential foreign language programs are offered after the required sequences in two languages are solidly established.

3. Learning Outcomes [Refer to Common Standards.]

4. Co-curricular Activities

a. Students have the opportunity to participate in such activities as language clubs, fairs and festivals; viewing language films; correspondence or tape exchanges with speakers of other languages and visits from native speakers.

b. Students are encouraged to participate in travel or tours to other countries or areas in which the language being studied is spoken and to travel to special programs related to foreign language study.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) Successful completion of the previous level or its equivalent is required for placement into Levels II, III, IV and V.

(2) Students with native language skills or transfer students with prior language experience are tested to determine placement at the appropriate level.

b. Time Allocation [Refer to Common Standards.]

c. Funding

(1) Foreign language teachers/departments have a specific budget allocation to be used for supplementary materials; continuing education experiences, such as inter-school visitations and attendance at state language conferences or workshops; and travel expenses for native speaker/resource personnel.

(2) Foreign language supervisors have a specific budget allocation to be used for supplementary materials; their own continuing education opportunities; their travel expenses for school/teacher visitations; travel expenses for native speaker/resource personnel; and student foreign language activities, e.g., field trips, fairs, language days.

d. Administrative or board of education approval is obtained for conducting student tours.

2. Instructional Practices

a. Teachers and students use the target language as the primary means of communication in the modern language classroom.

b. Teachers provide the opportunity for each student to use the target language during each class period.

c. Teachers use classroom activities which are appropriate for the age and the language skills of the student.

d. Teachers provide the opportunity for students to hear a variety of modern language accents, either in person or on tape.

e. Teachers use audiovisual materials as a regular part of foreign language instruction.

3. Personnel

a. Instructional Staffing

(1) The county school system provides teachers with the following certification to staff the foreign language program:

(a) grades 3 and 4, elementary certification;

(b) grades 5 and 6, elementary certification with an endorsement in a specific language taught; and

(c) grades 7-12, certification in the language taught.

(2) When there is more than one foreign language teacher in a school, a department chairman is identified and compensation and/or released time is provided for departmental duties.

(3) The county superintendent appoints a foreign language liaison with the West Virginia Department of Education.

(4) The number of different preparations for one teacher does not exceed four (4) if all preparations are in one language or three (3) if all preparations are not in one language.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

(1) Foreign language teachers attend six (6) hours of continuing education that relate directly to their language teaching assignment annually. Participation in professional meetings may be substituted for these hours.

(2) Teachers in grades 3-6 attend continuing education and/or inservice training that relate directly to the integrated language program.

(3) Provision is made for receiving continuing education credit and renewing teaching certificates through approved travel in a country where the target language is/was spoken.

(4) Teachers are granted released time to conduct student tours.

d. Support Staffing

(1) Foreign language teachers and school counselors work cooperatively to inform students of the importance of pursuing a long sequence of one language and of the careers in which knowledge of a foreign language is essential or desirable.

(2) Foreign language teachers and supervisors seek opportunities to use native speakers and language specialists as classroom resource personnel.

(3) Advanced language students are encouraged to serve as classroom assistants and tutors for students in lower-level classes.

(4) Foreign language teachers and the school librarian work cooperatively to select library materials for the foreign language program.

4. Facilities

a. Specialized Classroom Characteristics

(1) To permit decoration to reflect the culture(s) of the language(s) being studied, every foreign language teacher in grades 7-12 has one assigned classroom.

(2) The classroom is large enough to allow for rearrangement of furniture for small group work and other classroom activities, such as dramatic presentations.

(3) Chalkboard, filing cabinet, bulletin board and storage space are provided in the classroom or the teacher work area.

b. Specialized Rooms or Facilities

(1) Facilities for making and duplicating tapes and preparing audiovisual aids are available.

(2) Language laboratories are installed and maintained when their use is an integral part of the modern language program. If the laboratory is located in the language classroom, standard B.5.a.(2) must be met.

(3) Listening stations are available in the school for individual student use during the school day.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) The textbooks which are adopted for Levels I and II are of the same series and correspond to the learning outcomes.

(2) Foreign language teachers participate in the selection of foreign language textbooks.

(3) Component parts of adopted textbooks, such as workbooks, tapes, tests, filmstrips and flash cards, are provided.

(4) Up-to-date materials needed to supplement the program, such as dictionaries, workbooks, tapes, filmstrips, flash cards, slides, posters and cultural regalia, are available. Infrequently used materials may be available through the language supervisor's office or county IMC.

(5) Each classroom has a large map(s) of the major countries and regions where the language is/was spoken.

b. Equipment

(1) Each foreign language classroom is equipped with a tape recorder, a record player, an overhead projector and a screen. In some language rooms, other equipment which is used almost every day for the program is also part of the room's equipment.

(2) Less frequently used equipment, such as film, filmstrip, slide and opaque projectors and video playback equipment, is available in the language department or from the school's media center.

(3) The county school system provides for regular maintenance of all audiovisual equipment.

(4) Provisions are made for the training of teachers and other personnel in the use and maintenance of equipment.

(5) Reading and resource materials (books, magazines, dictionaries and newspapers) written in the modern languages offered in the school are available in the school library and/or the foreign language classroom.

(6) The school library has a selection of books in English dealing with the history, culture and people of the countries and regions where the language is/was spoken.

(7) The professional library contains current copies of the language journals of all languages taught and basic and current literature on the nature and teaching of foreign languages.

(8) Construction materials such as posterboard and markers are available to teachers and students for the development of classroom projects.

C. PROGRAM ASSURANCE

1. Student Evaluation

a. Evaluation of student progress and diagnosis of deficiencies of performance concern all four skills of communication (listening, speaking, reading and writing), cultural understanding and career awareness.

b. Testing materials which accompany the textbook, when such tests are available, as well as teacher-made tests are used to evaluate student progress.

c. Evaluation of student performance is consistent with instructional practices which in turn are consistent with language objectives.

2. Program Evaluation

Student achievement data and other information, such as percentage of students continuing to the next level, graduate follow-up data and student involvement in foreign language activities, are considered in an annual review of foreign language programs.

HEALTH EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

All educators must be vitally concerned with the health of their students. An individual is adequately prepared for effective living when he/she has a well-functioning body, regardless of any handicapping condition, and can make reasonably successful adjustments to life situations. All students shall acquire the skills, knowledge and understanding necessary for leading a healthy and safe life and only through this acquisition can the student achieve happiness, personal efficiency, and attain life's goals. Optimum health is essential to living a useful and well adjusted life. It provides a basis for successful social and family living. It aids in personality development, contributes to vocational success, and helps one to use leisure time wisely. Health screening programs find students in every school with some type of health problem. Very few students live at the level of physical and emotional efficiency they are capable of attaining. In spite of the advances in education, medicine and public health, a large portion of our population does not enjoy an adequate level of health. Therefore, the goal of health education is the prevention of health problems and the development of each individual to their maximum potential so they may live a productive and happy life.

2. Program of Study

a. In grades kindergarten through four, the program emphasis is on safety, growth of the human body, mental health, personal health and nutrition and related areas provided in the health curriculum scope and sequence.

b. In grades five through eight, the program emphasis is on substance abuse, safety, family life and health, mental health, personal health and related areas provided in the health curriculum scope and sequence integrated into other subjects (e.g., physical education, practical arts, science and social studies).

c. In grades nine through twelve, the program emphasis is on substance abuse, consumer health, safety and first aid, family life and health, behavioral health, personal health and related areas provided in the health curriculum scope and sequence and to be integrated in other subject areas.

d. In grades nine through twelve (9-12), health education electives, required a total of two semesters, include but are not limited to (1) diet and fitness, (2) environmental health, (3) behavioral health, (4) safety and first aid, (5) human sexuality, (6) marriage and the family and meets the time requirement of 8100 minutes of actual class instruction.

e. The curriculum includes the acquiring of knowledge relative to local, state and national health problems and to assist in prevention and correction.

B. PROGRAM DELIVERY

1. Administrative Practices [Refer to common standards.]

2. Instructional Practices [Refer to Common Standards.]

3. Personnel

a. Instructional Staffing

(1) Teachers, principals and county health education supervisors work with staff from the West Virginia Department of Education and institutions of higher education in order to effectively implement the health program of study.

(2) There is planned communication between health education teachers, counselors, school nurses, the supervisor and other administrators.

(3) Each school appoints a health education program coordinator or chairperson.

b. Supervisory Administrative Staffing [Refer to Common Standards.]

c. Professional Development [Refer to Common Standards.]

d. Support Staffing

There is planned communication between the health educator, counselor and school nurse to: assist in assessment of the individual health needs, and develop individual health program for students with exceptional health needs.

4. Facilities

Each adolescent/high school health education teacher is provided a classroom designated for the instruction of health education.

5. Instructional Materials, Supplies and Equipment

Materials and Supplies

Students in early childhood and middle childhood education, have access to the instructional materials required to implement program of studies. For example: body models, smoking demonstration materials, health games, manipulatives and learning stations.

C. PROGRAM ASSURANCE [Refer to Common Standards.]

KINDERGARTEN

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

The first year of a child's entrance into the formal educational system offers a unique opportunity to effect a program designed to achieve physical, social/emotional, perceptual, and intellectual skills appropriate to each child's developmental level. All learning for the individual child is based on the foundations of previous learnings. Diagnostic-prescriptive approaches, based on the identification of skills and deficits on a developmental continuum, are necessary for continuous learning and progress. Appropriate programming of learning experiences is possible only when designed to consolidate prior learnings with the next level of experience.

Educational experiences begin in the home. Today's rapidly changing society and family composition dictate close cooperation between the home and educational system to maximize the potential for each child. Kindergarten education should build upon a continuity of experiences from the home, early education and throughout early childhood if the child is to benefit from these educational experiences.

2. Program of Study

The kindergarten program of study is integrated and interdisciplinary.

3. Learning Outcomes

a. Learning outcomes for kindergarten are derived from the program of study. They accommodate children's physical, social, emotional, perceptual and intellectual developmental levels and are sequenced to provide successful achievement for all children. They reflect an integrated, interdisciplinary approach to teaching and learning.

b. Learning outcomes provide the basis for instruction and cooperative interaction between the home and school.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) Daily kindergarten programs begin for children who are five years old by November 1st.

(2) All children begin school by entering the kindergarten program or passing a comprehensive standardized readiness assessment before entering first grade.

b. Funding

Each child in kindergarten is counted as one full-time equivalency (FTE) regardless of the amount of time spent in classrooms.

2. Instructional Practices

a. Instruction is based on objectives derived from the continuous diagnostic assessment of each child with special emphasis on alternatives which will accommodate individual learning styles (auditory, visual, tactile and/or kinesthetic).

b. The teacher provides for one-to-one instruction when appropriate.

c. Teachers and aides make home visits to coordinate home/school programming.

3. Personnel

a. Instructional Staffing [Refer to Common Standards.]

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development [Refer to Common Standards.]

d. Support Staffing

(1) Occupational and physical therapists, language and speech therapists, counselors, school psychologists, nurses and other appropriate specialists for exceptional children are included as kindergarten support staff.

(2) Paraprofessionals, support personnel, parents and other available community resources are used to meet desired learning outcomes.

4. Facilities

a. Specialized Classroom Characteristics

(1) The facility has maximum natural light. A large portion of the classroom is carpeted and a large portion tiled for water, sand, and woodworking and art activities. The room is acoustically treated.

(2) Each child has his/her own individual space for storing personal belongings.

(3) Each kindergarten classroom has its own restroom with child-sized toilets and sinks. Classrooms also have a drinking fountain, work sink and waterproof countertop.

(4) There is access from the classroom to a segregated playground. The outdoor play area (75 square feet per child) contains a covered all-weather area and a large grassy area that is designed for children. There should be climbing equipment, apparatus for gross motor movement, perhaps a designated obstacle course, garden area, etc. There is adequate storage on the playground for equipment.

(5) The facility is child-oriented, designed or adapted to the developmental needs of the child and to the objectives and priorities of the kindergarten program.

b. Specialized Rooms and Facilities [Refer to Common Standards.]

c. Classroom/School Accessibility

(1) The kindergarten classroom is situated away from the main flow of school traffic. A corner of the building is the preferred location.

(2) There is a separate entrance and exit to the individual classrooms.

(3) The pre-kindergarten, transitional kindergarten classrooms are located on the ground floor. The classrooms are adjacent or near each other.

(4) There is access from the classrooms to a segregated playground.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) General classroom equipment: tables of appropriate height, movable and easily joined or separated; chairs of different heights; dividers and shelves for storage of materials; bulletin boards, chalk boards, flannel boards; individual storage for each child's belongings; large wall clock.

(2) Media materials: screen; filmstrip making kits, filmstrips, filmstrip projector; slides, slide projector; transparencies, overhead projector; films, movie projector.

(3) Access to a microcomputer.

(4) Specialized equipment for exceptional children is provided according to their individualized needs.

(5) Sufficient materials and supplies are provided to accommodate children's learning experiences in the following areas: blocks, building and construction, creative arts, dramatic play, language arts, library, manipulatives, mathematics, music, science, sand and water, outdoor play.

C. PROGRAM ASSURANCES

1. Program Evaluation

a. Members of the Kindergarten team (i.e., early education teachers and aides, kindergarten teachers and aides, transitional teachers and aides, special education personnel, support personnel) meet to determine program effectiveness, plan and revise the program of study for parents and children, conduct parent education, plan and implement support and curricular area services, and develop appropriate learning materials.

b. Members of the Kindergarten-Transitional team confer with teachers in grades 1-4 to fully implement the total Early Childhood Education program.

ENGLISH-LANGUAGE ARTS EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

There is no skill more basic to education or to life than the ability to learn language. Language is the basis for all communication. As such, it is crucial for learning all academic, social and physical skills. Before any learning can take place, the learner must first master the skills basic to learning.

Language is an art; learning the skills is a developmental process. The first step in the process is learning the basic skills of language before applying them to learning in other areas. The skills students must learn are: listening, speaking, literature, composition, handwriting, Standard English, spelling, library/media and thinking.

It will take the child approximately thirteen years to learn the skills necessary to effectively participate in a social system. The nature of language necessitates that each skills area be presented to each student each year. Although the language skills are taught in a continuum, there is an increase in the degree of complexity that determines the level of the skills according to the maturity of the student.

Skill in the use of the English language determines to a great extent the degree of success that individuals attain in a social system. The degree of success that individuals attain determines the quality of the social system. Subsequently, every teacher has the responsibility to model and reinforce Standard English grammar and usage.

2. Program of Study

a. General

(1) The English-language arts curriculum is composed of a program of studies for early childhood, middle childhood and adolescent education which includes areas of study in listening, speaking, literature, composition, handwriting, Standard English, spelling, library/media and thinking.

(2) Enrichment activities such as dramatics, instructional television, video tape production, field trips, resource people, junior classics, oral interpretation of literature and locally developed reading lists are provided for West Virginia students, early and middle childhood education, K-6.

(3) There is support across all content areas for teaching basic language skills.

(4) Students identified by teacher recommendation and test results as having mastered advanced skills in language arts are required to take the advanced program, which includes: Composition/Research (Grade 11, second semester); English Literature I (Grade 12, first semester); and English Literature II (Grade 12; second semester)

(5) Speech and composition fundamentals are required as separate courses in the English-language arts curriculum.

b. Listening (Oral Communication)

The listening program of studies places a strong emphasis is placed on early detection and treatment of listening deficiencies. Subsequently, hearing assessments occur in a timely fashion throughout the course of the school program.

c. Speaking (Oral Communication)

The speaking program of study, K-12, provides students with the opportunity to develop the entire range of speaking skills.

(1) The English-language arts curriculum, K-12, emphasizes the development of poise and articulation in oral communication by requiring at least one memorization and recitation exercise in each grade, each semester, K-12.

(2) The English-language arts teacher develops students' fluency of oral communication through regular practice, rehearsal, and varied speaking opportunities.

d. Literature

The literature program of study, K-12, provides students with the opportunity to develop the entire range of literature skills.

(1) All counties have core reading lists, K-12, of classical/great books from which selections must be read by students prior to moving to the next grade level. These lists include high interest/low level reading selections and/or enrichment.

(2) A minimum of one oral literature recitation per semester, selected according to grade level ability and interests, is required of all students (e.g., kindergarten: nursery rhyme; sixth-grade: short ballad; twelfth-grade: Shakespearean sonnet).

e. Composition

The composition program of study, K-12, provides students with the opportunity to develop the entire range of literature skills.

(1) All kindergarten students receive instruction in oral composition four days a week.

(2) Composition instruction in first-grade emphasizes the transition from oral group composition to written group composition at least four times a week.

(3) Students in grades 2 and 3 receive systematic instruction focusing on organizational and personal writing skills at least four times a week.

(4) All students in grades 4, 5, and 6 participate in a variety of directed composition activities at least three times a week.

(5) Composition instruction at grades 7, 8 and 9 provides students with structured writing experience. In addition, composition instruction is integrated into the remainder of the English-language arts program on a regular basis.

(6) In grades 10, 11 and 12 all students write a minimum of three times a week (in or out of class). Writing activities will be correlated with other language arts content.

f. Handwriting

The handwriting program of study, in early and middle childhood education provides students with direct instruction in handwriting skills.

g. Standard English

The Standard English program of study, K-12, provides students with the opportunity to develop the entire range of language skills; usage and application are emphasized throughout.

h. Spelling

(1) The spelling program of study, K-12, provides students with the opportunity to develop the entire range of spelling skills; students receive formal instruction.

(2) Instruction in adolescent education involves mastery of the most commonly used words with an emphasis on the most commonly misspelled words in written assignments.

(3) Separate report card grades are to be given for spelling and Standard English.

i. Library/Media

(1) The library/media program of study (language arts teacher portion), K-12, provides students with the opportunity to develop the entire range of library skills.

(2) Library/media instruction is provided by the librarian. The English-language teacher and the librarian work cooperatively to effect the library/media program of instruction.

j. Thinking

The thinking program of study, K-12, provides students with opportunities to develop the entire range of thinking skills.

3. Learning Outcomes [Refer to Common Standards.]

4. Co-curricular Activities

Ample club/extra-curricular opportunities are available to all students when appropriate (e.g., drama club, national writing achievement awards, spelling bee competitions, young writers' week).

B. PROGRAM DELIVERY

1. Administrative Practices [Refer to Common Standards.]

2. Instructional Practices

a. At the beginning of each school year, in early and middle childhood educational programs, the teacher develops and presents to the parents a course outline and program objectives for each English-language arts area. The objectives are congruent with the approved state/county goals and programs of study. (The students will be given an oral explanation of the objectives when appropriate.)

b. Within the first week of each adolescent English-language arts course, the teacher develops and presents to the students and the parents a course outline which includes course description, objectives, activities, grading standards and course requirements (e.g., activities, projects, due dates).

c. Early and middle childhood English-language arts teachers demonstrate the county adopted handwriting style in all writing on the chalkboard and in all duplicated worksheets; worksheet legibility is ensured, etc.

3. Personnel

a. Instructional Staffing

(1) Each high school has an official appointed head of the language arts department whose responsibility is to provide leadership at the school level, develop, implement, evaluate and improve the English-language arts program.

(2) The department head has one additional preparation period in addition to the regular preparation period in order to conduct department business and coordinate activities/curriculum.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development [Refer to Common Standards.]

d. Support Staffing

(1) The school has ready access to the services of diagnostic/resource personnel including, but not limited to, learning disabilities, a speech therapist, reading specialist(s), school psychologist and the appropriate special education diagnostic/teaching personnel to ensure that students receive appropriate support services.

(2) A van driver/van is assigned to the county resource center to deliver equipment and materials to individual schools on a weekly basis.

4. Facilities

a. Special Classroom Characteristics

Each English-language arts self-contained or other classroom will be equipped with the following: adequate lighting, adequate seating (as English-language arts supervisors/teachers are experts in the developmental needs and physical characteristics of the teaching of handwriting, they should be involved in the selection and purchase of student desks), adequate heating and ventilation, adequate electrical outlets, adequate chalkboards, adequate built-in bookshelves, adequate tables and chairs appropriate for grouping and student size, sink with running water (K-1) and carpet (K).

b. Specialized Rooms or Facilities

(1) A resource room is provided for English-language arts teachers in which they can meet, develop materials and curriculum and store English-language arts resources, K-12.

(2) Each school containing grades K-8 is equipped with a multi-purpose room separate from the gymnasium and cafeteria. The multi-purpose room contains stage/production facilities and equipment storage areas.

(3) Each school containing grades 9-12 has an auditorium with fully equipped stage props, dressing, sound system, lighting, storage area and assembly seating of adequate size.

(4) (An) appropriate room(s) for media activities is/are provided (radio, television, newspaper, yearbook). Room specifications are determined by the nature of the activity and teacher/administrator judgment.

(5) Every county has a centralized resource center which includes a language arts resource room.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Each English-language arts classroom has the following resources: a classroom set of dictionaries on the appropriate level, classroom set of thesauri at the appropriate grade level, classroom set of encyclopedias, world almanac and adequate maps and globes for teaching assignments.

(2) Each English-language arts classroom, grades 9-12, has the following resource books: anthologies, dictionary of synonymy, Oxford English Dictionary, Bartlett's Book of Quotations and Oxford Companion to Literature.

(3) The following audiovisual supplies are necessary to enable teachers and students to work with media: blank cassette tapes, blank video cassette tapes, 35mm films, etc.

(4) The centralized English-language arts resource room has an extensive, annually updated inventory of a variety of recorded audiovisuals, films, filmstrips, video cassettes, cassette recordings, records, slides, etc.) which are available to all teachers; teachers are involved in the selection of these materials.

b. Equipment

(1) Each classroom, K-12, is equipped with a variable speed cassette recorder, record player, television, listening center/headphones, filing cabinet for student records, locking storage cabinets and a pencil sharpener.

(2) Each teacher has access to the following equipment: filmstrip projector(s), 16mm projector(s), video cassette recorder(s), slide projector(s), a ditto machine, a secretary copier (five-way), previewers, overhead projectors, audiovisual carts, a laminator, paper cutters, typewriters, etc. The quantity of equipment to be supplied per school/department is set by ALA specifications for teacher/student ratio.

(3) Teachers of media electives have regular and easy access to the means to reproduce daily newspaper stories and magazine articles, video-tape (camera, recorder, television) and record radio programming. To enable interested students to work with media, the following equipment is available in each secondary language arts department: video equipment (video-tape recorders and monitors, video cameras, portapacks, microphones, amplifiers, photographic equipment (cameras, lenses, resource equipment), radios, reel-to-reel recorders, services and equipment for printing newspapers, magazines and journals.

(4) In order to offer the students a variety of oral communication activities as required in the English-language arts program of studies, the following equipment is available in each school: sound and lighting, public address system, scenery and adequate seating.

C. PROGRAM ASSURANCES [Refer to Common Standards.]

LIBRARY/MEDIA EDUCATION

All common standards apply to this program. (Also see the Library/Media Service Standards.)

A. PROGRAM DEFINITION

1. Introduction

A library/media program is an essential part of the total educational program. Library/media education recognizes the need for helping learners acquire and maintain skills for research and selection and use of all forms of media. These skills are referred to as library/media skills, study skills and/or reference skills.

Library/media education provides instruction for skills which enable the student to retrieve information, regardless of the media in which it is stored, to receive information (critical thinking, listening and viewing skills) and to utilize the information for lifelong learning.

2. Program of Study

a. Instruction in these skills is received in sequential order and at a time when the student needs the benefit of these skills. Cooperative planning by the teacher and the library/media specialist ensures integration of information skills into the curriculum.

b. Library/media skills include: orientation, locating materials, reference, use of card catalog, operation of audiovisual materials and equipment, production of audiovisual materials, knowledge and appreciation of literature, selecting and using materials, and developing reading, listening and viewing skills.

c. In Adolescent/High School Education, one unit of library/media skills is offered as an elective credit; one unit of critical thinking, viewing and listening skills is offered as an elective credit toward graduation.

d. In early, middle and adolescent levels of education, library/media is integrated into the English-language arts program.

3. Learning Outcomes [Refer to Common Standards.]

4. Co-curricular Activities

Co-curricular activities related to library/media education are provided by the county school district, e.g., Library/Media Club, field trips and book exhibits.

B. PROGRAM DELIVERY

1. Administrative Practices [Refer to Common Standards.]

2. Instructional Practices [Refer to Common Standards.]

3. Personnel

   a. Instructional Staffing

      (1) The county school district provides a certified library/media professional to implement the program of study in library/media skills curriculum.

      (2) Teaching of the library/media skills curriculum is only a portion of library/media professional's duties.

   b. Supervisory/Adminstrative Staffing

      Each school has appointed a library/media coordinator.

C. PROGRAM ASSURANCES

1. Student Evaluation [Refer to Common Standards.]

2. Program Evaluation

   The school building staff audits and recommends improvements to its library/media skills curriculum to the school site council annually.

MATHEMATICS EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

The mastery of mathematics is fundamental for citizens to effectively interact with society. Today's technological society requires daily use of such skills as problem solving, estimating, interpreting data, measuring and computing. Mathematics is essential in nearly all activities--in the home environment, at the market place, during recreational activities and on the job. Therefore, focus must be placed upon the learner as a future citizen utilizing mathematics in real work situations. The mathematics program herein is built upon a program of study, areas of study, and specified learning outcomes approved by the West Virginia Board of Education.

2. Program of Study

a. Remediation is available at all grade levels for students who are performing below their ability level.

b. The teaching of mathematics related career opportunities is included in the mathematics program of study.

c. Mathematics programs for adult education are available.

d. Algebra I is available for capable eighth grade students.

e. The adolescent mathematics program (9-12) includes:

   (1) five academic offerings - algebra I, algebra II, geometry, trigonometry and pre-calculus.

   (2) an offering of at least four units chosen from general mathematics I, general mathematics II or the application areas of consumer mathematics, business mathematics, vocational mathematics or computer mathematics.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement [Refer to Common Standards.]

b. Time Allocation

Mathematics instruction in special classes counts as time in excess of regular class time.

c. Funding [Refer to Common Standards.]

2. Instructional Practices

a. Teachers use problem solving, mental calculation and review activities daily to maintain understanding and proficiency.

b. Classroom laboratory activities in mathematics are provided when the need is indicated by the learning outcomes.

3. Personnel

a. Instructional Staffing [Refer to Common Standards.]

b. Supervisory/Administrative Staffing

(1) A County Mathematics Administrator (CMA) is appointed by the county superintendent.

(2) A school mathematics coordinator is appointed by the principal.

c. Professional Development [Refer to Common Standards.]

d. Support Staffing

(1) The counselors work with the mathematics teachers to: assist in reducing mathematics anxiety, encourage females, as well as males, to enroll in mathematics programs and areas of study, encourage females, as well as males, to consider career opportunities in mathematics related fields, and encourage qualified students to enroll in advanced courses.

(2) The media staff person assists the mathematics teacher in selecting and purchasing materials for classroom use.

4. Facilities [Refer to Common Standards.]

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Audiovisual materials are available within the school for teaching and learning mathematics.

(2) A minimum of one microcomputer is provided for each mathematics classroom with option of locating the machines in the classroom or in a laboratory setting.

(3) The county and school provide equipment that is adaptable to small group work and which facilitates the use of manipulative aids and activity-based learning experiences.

(4) Mathematics instructional materials for enrichment and remediation, which include manipulatives, are available for all regular classrooms.

C. PROGRAM ASSURANCE

1. Student Evaluation

a. The county uses criterion/objective referenced tests to evaluate student progress and program effectiveness in mathematics.

b. The county board of education adopts proficiency levels for identification of students needing remediation or advancement.

c. Student achievement, where instructional time varies, is evaluated by use of a criterion referenced test for that particular area of study.

2. Program Evaluation

a. Mathematics teachers have regularly scheduled meetings for coordinating their program of study.

b. The teachers share testing results to determine the needs for adjustment to the sequential mathematics curriculum.

MUSIC EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Assisting young people to develop musical understanding, skill and appreciation is a function of the educational system which seeks to provide for the needs and interests of all of the young people within the society. The development of mass media has brought music of all types to every area of our country and to every segment of society. Music is a part of our environment--it is available in the home; in the concert hall; in offices, elevators and shopping centers. For many it is a vocational or avocational pursuit; for others it is a recreational or leisure activity. Therefore, the program of music education in the schools must provide opportunities for each student to acquire knowledge of music, skill in performing music and the positive attitudes toward music which will serve him/her throughout life.

2. Program of Study

a. Students receive musical instruction throughout each year in grade levels K-8.

b. Seventh and eighth grade students have the opportunity and are encouraged to participate in classroom/general music as well as an elective area of study.

c. Opportunities are available for students at all grade levels, 5-12, to begin instrumental study.

d. Beginning instrumental students have opportunities to play together as part of a large ensemble. Sound educational practice dictates that this large group activity should be used for not more than half of the instructional time for beginning students. (The beginning levels of instruction are defined as the first two levels of the area of study, instrumental music--winds and percussion and the first three levels of the area of study, instrumental music--strings.)

e. Instruction in the elective areas of study, instrumental music--strings and instrumental music--winds and percussion, is provided through classes selected from, but not limited to: Beginning Band, Intermediate Band, Advanced Band, Concert Band, Stage Band, Beginning Orchestra, Intermediate Orchestra, String Orchestra, Advanced Orchestra, Woodwind Choir, Brass Choir and Percussion Ensemble.

f. Experiences in playing in small instrumental ensembles (e.g., String Quartet, Woodwind Quintet) are available to all students in grades 9-12.

g. Instruction in the elective area of study, choral music, is available to all students in grades 6-12.

h. Opportunities are available for students at all grade levels, 6-12, to begin choral study.

i. Instruction in the elective area of study, choral music, is provided through classes selected from, but not limited to: Mixed Chorus, Girls' Glee Club, Boys' Glee Club, Concert Choir, A Cappella Choir, Madrigal Singers and Show Choir.

j. Experiences in singing in small vocal ensembles are available to all students in grades 9-12.

k. Any student preparing for a musical career has the opportunity in grades 9-12 to take an additional one semester music literature course which provides specialized study of music history, theory and composition.

l. The music program is sequential and continuous across grade levels in each school and throughout the county district.

3. Learning Outcomes [Refer to Common Standards.]

4. Co-curricular Activities

Performing groups receive appropriate opportunities to participate in performances for students, parents and others. Appropriate performances include, but are not limited to: school concerts, assembly programs and county and regional festivals.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) The school and county music staff are involved in the planning of the individualized education programs for exceptional learners for whom musical instruction is provided.

(2) Full unit credit is given for all music classes in grades 9-12.

b. Time Allocation [Refer to Common Standards.]

c. Funding

(1) Funds are allocated specifically for the special instructional equipment needed in the music program.

(2) An annual budget for the repair and maintenance of instruments and equipment is provided.

(3) A fund is maintained for the purchase and replacement of school-owned instruments.

2. Instructional Practices

a. Concerts and other musical performances related to the music program of study are provided for all students in grades K-12 periodically throughout the school year.

b. The classroom/general music teacher provides for the active involvement of learners in instructional activities.

c. Instrumental music teachers use:

(1) Auditory and visual models (live or recorded).

(2) Frequent short periods of practice rather than an equal amount of time spent in extended practice sessions.

(3) The whole method for teaching pieces 8 to 30 measures in length and the part method for longer pieces.

3. Personnel

a. Instructional Staffing

(1) In each middle, junior and senior high school, instrumental and choral music specialist teachers are available to implement the program of study defined in these standards.

(2) Classes for beginning instrumental students are limited to 25 learners in homogeneous groups, i.e., all students playing the same instrument. Heterogeneous classes, i.e., students playing a variety of instruments, are limited to 15 students.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development [Refer to Common Standards.]

d. Support Staffing

(1) There is planned communication between music teachers and guidance counselors.

(2) Guidance services are available to students desiring information on music careers.

(3) Administrators provide opportunities for planned communication between music teachers and special education instructors.

4. Facilities

a. Specialized Classroom Characteristics

(1) The choral and instrumental music classrooms are arranged to provide convenient access to instructional materials and equipment.

(2) Each instrumental music room is equipped with music stands (one for every two students) and suitable chairs.

(3) Each music room is equipped with a chalkboard, staff liner and tackboard.

(4) File cabinets and music sorting racks are provided.

(5) Storage facilities have shelving and cabinets for risers, uniforms and other accessories, music folders, books, tapes and other equipment.

b. Specialized Rooms and Facilities

(1) The school with an enrollment of 275 or more students and containing grades K-6 has a music room large enough to accommodate physical movement activities and daily use of classroom instruments for teaching classroom/general music. The school with an enrollment of fewer than 275 students provides an adequate facility or facilities for the teaching of classroom/general music, instrumental music and choral music. Ample and secure storage space is available in each school to store instruments, equipment and instructional materials.

(2) The school with an enrollment of 275 or more students and containing grades 5-6 has a room for instrumental instruction. The room has direct access to instrumental storage, practice rooms and storage rooms. The temperature and humidity of instrument storage rooms are maintained at acceptable levels. (Note: The instrumental room and the general music room may be separate or combined facilities.)

(3) The school containing grades 7-12 has an acoustically treated room for general and choral music. The room has adequate storage space.

(4) The school containing grades 7-12 has an acoustically treated room for instrumental music. The room has direct access to practice rooms, ensemble room, music library and instrument storage. Temperature and humidity of the instrument storage rooms are maintained at acceptable levels. (Note: The instrumental room and choral/general room may be separate or combined facilities.)

(a) There is one practice room for every 25 students enrolled in instrumental music.

(b) There are at least two ensemble rooms with a capacity of 8 to 12 students each.

(5) At least one acoustically treated concert facility is available within the county for use by school performing groups. The concert facility is large enough to accommodate the largest performing group within the county schools.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Records accompanying the currently adopted music series are available.

(2) A library of octavo music and choral collections is available for the teaching of choral music.

(3) A library of instrumental music, collections and methods books is available for the teaching of instrumental music.

(4) A library of recordings suitable for teaching classroom/ general music, choral and instrumental music is maintained in the music room(s).

(5) A variety of music films, filmstrips, tapes and other audiovisual materials are available to each school within the county district.

(6) Materials for repairing music and maintaining a library of printed music are provided.

(7) Materials for making minor instrumental repairs are available to each instrumental music teacher.

(8) Visual aids which are clear and pertinent to musical activities are available.

b. Equipment

(1) Each music room is equipped with a piano.

(2) All school pianos are properly maintained and tuned at least twice a year.

(3) Each music room is equipped with a high quality stereo sound reproduction system.

(4) Tape recorders, film projectors, slide and filmstrip projectors, metronomes and electronic tuners are available.

(5) Musical instruments, owned by the school, are available and furnished to those students in grades 4-12 who would not otherwise have the opportunity to participate in instrumental music. Wind, stringed and percussion instruments are included in the inventory of school-owned instruments.

(6) Each county school district adheres to a state policy covering student responsibility for the care, repair and replacement of school-owned instruments. A standard loan/use agreement form is used. A refundable instrument maintenance and repair deposit of no more than $10 per semester is charged for the use of a school-owned instrument.

(7) Each school containing grades K-8 has the following equipment for teaching classroom/general music: autoharp(s), resonator bells, song bells, flannel board, flash cards and charts, step bells (for grades K and 1), pictures of instruments, rhythm instruments--drums, woodblocks, rhythm sticks, sandblocks, maracas, claves, cymbals, finger cymbals, tambourines, triangles, guiros, jingle bells, hand castanets, cow bell.

(8) Orff instruments, guitars, ukuleles and keyboard instruments are available for use in teaching classroom/ general music.

C. PROGRAM ASSURANCES

1. Student Evaluation

a. The county uses criterion/objective referenced tests to evaluate student progress in music.

b. Vocabulary tests dealing with concepts about music are used in conjunction with musical examples to aid conceptual development.

2. Program Evaluation

a. Musical achievement data are used for the evaluation of the county music program.

b. Each music teacher prepares a yearly report including recommendations for improvements to the music program. These reports are submitted to the school site council and the county educational advisory council.

PHYSICAL EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Physical education programs - Grades K-12, aid in the development of the individual through knowledge of and participation in physical activities. The Educational Goals for West Virginia are addressed through the physical education concepts of physical efficiency (health/performance related), affective qualities (desirable social attitudes and standards of conduct), basic motor skills and patterns, dance, sport skills and leisure time alternatives. These concepts are designed to encourage continued participation in sport and physical fitness activities.

2. Program of Study

a. Physical education is mandatory for all students.

(1) At the early childhood levels - Grades K-4, experiences are provided for exploration to encourage the discovery of effective movement patterns. Basic motor skills such as running, walking, jumping, bending, twisting and throwing shall be introduced through perceptual motor concepts, movement education, self-testing activities, low organized games and rhythms.

(2) During the middle childhood years - Grades 5-8, students are encouraged to explore their own potential for movement but specific patterns of skill development are now required. This is accomplished through activities that would include stunts and tumbling, athletic skills and games, low organized games, body mechanics and physical efficiency and aquatics where available.

(3) At the adolescent level - Grades 9-12, special attention is given to diversity of skills in physical development. Group and individual developmental skills are fostered through a well-rounded program of team sports, gymnastics and self-testing activities, individual and dual sports, rhythms, physical fitness testing, outdoor education, lifetime sports and recreation activities.

(4) Special students who have specific health reasons or handicapping conditions are provided an adapted program whenever they cannot participate in the regular physical education program.

(5) The curriculum includes a variety of experiences designed to engage students directly in an active learning process.

3. Learning Outcomes [Refer to Common Standards.]

4. Co-curricular Activities

a. Interscholastic sports are offered to all students in the adolescent years based on the needs, interests and abilities of the students.

b. Intramurals are an outgrowth of the instructional physical education program at the middle and adolescent levels and is offered to all students.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) Physical education, intramurals and athletics are offered to all students based on the requirements of the Educational Amendment Act of 1972 (Title IX).

(2) All students are examined by a physician before participating in physical education.

b. Time Allocation [Refer to Common Standards.]

c. Funding

Funds are specifically allocated for the physical education program at a level that will allow for the conducting of a comprehensive program of physical education.

2. Instructional Practices

a. Teachers use instructional aids and activity based experiences to teach proficiency and maintain skills.

b. Teachers evaluate data derived from working with students in early childhood education (K-4) is used to identify appropriate and specific objectives for future instruction.

3. Personnel

a. Instructional Staffing

Each school has appointed a physical education department chairperson.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

Continuing education in the use of diagnostic and prescriptive practices for all students is available for physical education teachers.

d. Support Staffing

(1) Counselors and health service personnel are available to assist physical education teachers.

(2) There is planned communication between health educators and physical educators.

4. Facilities

a. Specialized Classroom Characteristics

The outdoor areas are well developed, marked and maintained.

b. Specialized Rooms and Facilities

At the middle and adolescent levels (5-12) there is adequate locker, shower and drying areas.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Equipment basic to early childhood programs includes a variety of balls, ropes, hoops, balance beams (one for every five students in class), mats (one for every five students in class), and rhythm and movement records and equipment. In activities where individual use is contemplated, there is one piece of equipment for each member of the class.

(2) Equipment basic to middle childhood programs includes soccer equipment, volleyballs and nets, basketballs, baskets, footballs, softballs and bats, folk and square dance records, gymnastic apparatus and additional equipment to meet the county's curriculum.

(3) Equipment at the adolescent level is sufficient to meet the objectives of the physical education program and includes equipment and supplies for broad lifetime sports and outdoor education activities.

C. PROGRAM ASSURANCE

1. Student Evaluation [Refer to Common Standards.]

2. Program Evaluation

   Students have the opportunity to share in the planning and coordination of the physical education program.

READING EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

It is widely acknowledged that "skills" occupy an important place in our daily lives but one skill dwarfs all others in its importance--that skill is reading. Mastering the process of reading has long been considered to be "the basic prerequisite for school achievement and for becoming an informed, productive, and active participant in our culture and society."[1]

The dictionary definition of reading states simply: "to go over systematically by sight or touch; to take in and understand the meaning of; to perform such action with written material." However, reading goes far beyond this simple definition. It extends to the point where the reader interprets the material in light of his/her background, associates it with past experiences, and projects beyond the printed word in terms of ideas, judgments, applications, and conclusions.

Efficiency in reading is a continuous, evolving process that provides a foundation from which the individual may grow in all communication skills. The focus of any set of reading standards, therefore, is directed toward the learner to assure the development of independent readers who can adapt to and function within the rapidly changing circumstances of society by solving problems, thinking critically, communicating ideas, and interacting with each other.

The public school system can make a difference in the lives of its students and has the responsibility to do so. The development of standards for the reading program of study is predicated upon the knowledge that West Virginia students must be literate in order to function within modern American society. The reading standards herein established are built upon a program of study, areas of study, and specified learning outcomes approved by the West Virginia Board of Education.

2. Program of Study

a. The county and school reading program is continuous across grade levels K-12 and includes provisions for remedial, developmental, and enrichment components.

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[1] West Virginia State Board of Education, Resolution, February 14,1975.

b. The reading program of study reflects learner characteristics at the early childhood, middle childhood, adolescent and adult educational levels.

c. The reading program of study is organized to provide for the assessment of students and the modification of program to accommodate the educational needs of all learners.

(1) Remedial reading programs are provided for all students who would benefit from this educational service.

(2) The developmental reading program is modified to provide for corrective, adaptive, and enrichment instruction.

d. The reading program of study includes functional reading for grades K-12.

3. Learning Outcomes

Program evaluation data are used to assure alignment of curriculum, instruction and assessment of student performance as related to the learning outcomes.

B. PROGRAM DELIVERY

1. Administrative Practices [Refer to Common Standards.]

2. Instructional Practices

a. Reading teachers develop and utilize lesson plans which make provisions for flexible grouping patterns based on learner performance levels and developmental needs to ensure the proper placement of students in reading groups.

b. Students are provided time for unstructured reading in order to apply reading skills to personal reading choices.

c. The reading teacher exhibits teaching behaviors which are in accord with the findings of teacher effectiveness research related to reading instruction and student achievement.

(1) A variety of learning experiences are used to engage students directly in an active learning process.

(2) Instructional experiences are sequenced to ensure the developmental continuity and consolidation of new learning with previous learning.

(3) The reading teacher follows an instructional sequence which includes preteaching, presentation (teaching), application, feedback, assessment, reinforcement, remediation, and enrichment.

(4) Reading teachers use direct instruction in grades K through 6 to ensure the initial acquisition of basic reading skills.

(5) Reading teachers use discovery and inquiry instructional strategies to develop higher level thinking and reading skills in grades K through 12.

(6) Reading teachers use a predominantly interactive approach to teaching reading and spend a minimal amount of time working alone while students are in the classroom.

(7) Following instructional activities, the reading teacher monitors student progress by interacting with students and providing them with feedback.

(8) The reading teacher gives adequate oral and written feedback so that students and their parents will know what has been mastered and which areas have yet to be mastered.

(9) Teachers distribute questions equally to all members of the class and are guiding and supportive in their feedback.

(10) Small and large group instruction is used in grades K through 8.

(11) Instruction of new material is directed primarily at the whole class at all grade levels.

(12) Teachers use oral drill and practice and brief daily reviews to reinforce student achievement of reading skills.

3. Personnel

a. Instructional Staffing

Appropriate numbers of county reading specialists are employed to work with teachers and students.

b. Supervisory/Administrative Staffing

(1) The county has appointed a county reading administrator who is the contact person in the county for the Reading Coordinator in the State Department of Education.

(2) The State Department of Education employs a Reading Coordinator, to provide services to counties in the development, implementation and evaluation of the reading program of study.

c. Professional Development

A comprehensive training program is conducted for aides working under the direction of reading teachers and reading specialists.

d. Support Staffing

(1) There is an adequate support staff available for complete screening and referral of students for specialized services.

(2) Reading specialists are available to work with students in a remedial capacity as well as to work with students at the adolescent level who are enrolled in elective courses in reading.

4. Facilities

a. Specialized Classroom Characteristics

Facilities are adaptable to individualized, small group, and large group instruction to enhance learning activities.

b. Specialized Rooms or Facilities

(1) A stage is available for those activities which enhance and extend reading activities.

(2) There is a room, appropriate and equipped for small group instruction, available for remedial teaching instruction.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) All classrooms used for reading instruction shall include an adequate number of student desks of appropriate size and with provisions for left-handed students; shelf space to accommodate classroom libraries; storage space for classroom instructional supplies and materials; chalkboards; furniture appropriate for small group and independent work; tables to accommodate activity centers and instructional hardware; and teachers' desks.

(2) Teachers use materials which are appropriate for the students' age, interest level, stage of development and achievement level.

(3) Supplementary materials are available and are used to reinforce, extend, and enrich the reading program.

(4) Every classroom has access to sets of library materials containing good selections of high quality, high interest books.

(5) Teachers, parents, support staff, administrators and parents are involved in the county textbook selection process.

b. Equipment

Equipment such as record players, microcomputers and printer (word processor), cassette recorders, listening center and headphones, overhead projectors, and duplicating machines, and other necessary equipment are available to each teacher to facilitate implementation of the reading program of study.

C. PROGRAM ASSURANCES

1. Student Evaluation

a. The county, each school and each teacher has a comprehensive and continuous system to assess and monitor student progress toward achieving the learning outcomes of the reading program of study and utilize these data to strengthen the instructional program.

b. The county and school staff utilize data from formal and informal assessments to provide feedback to students and their parents relative to student achievement of the learning outcomes.

c. The county participates in the State/County Testing Program.

d. Students have the opportunity to become familiar with the formats and response modes of achievement tests used in the county.

2. Program Evaluation

The county has a functioning language arts curriculum committee with one-fourth of its members being reading teachers and at least one reading specialist.

SCIENCE EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Science is a process, a method of problem solving and concept development. The teaching of science requires a curriculum and an instructional strategy which will develop cognitive skills, enhance scientific literacy and provide for the affective needs of the student and society.

Science is learned best within an instructional setting which fosters inquiry, discovery and active learner involvement. The majority of instructional time must be activity/laboratory oriented.

2. Program of Study

a. Each county school system has a published program of study that exhibits a commitment to an activity oriented science program and includes:

(1) Science experiences designed to provide sequential skill development with linkage between past achievement and new learning.

(2) A wide variety of experiences designed to engage students directly in an active learning process.

(3) Up-to-date information with regard to new discoveries, inventions, trends in high technology and research.

(4) Emphasis on the skills of mathematics and language arts as essential to understanding and communicating science.

(5) The interrelatedness of science with other areas of the school program of study (i.e., art, music, social studies, practical arts, etc.).

(6) Provision for the application of science as it explains phenomena in everyday life and nature.

(7) Provision for career awareness and background knowledge for career preparation.

(8) A mandate for specific safety instruction prior to every laboratory investigation or field trip where potential danger exists.

(9) Suggested extension of science study beyond the classroom through use of community resources: people, places and enrichment materials.

(10) A procedure for implementation assessment.

(11) The science essential concepts of recognition, classification, quantification, interpretation, prediction, hypothesis and experimental design are built into each unit of study, commensurate with the level of the student and program of study.

b. A minimum of two (2) Carnegie Units of science is available for the general student in addition to the required biology. These courses include general science in the ninth (9th) grade and special topics and/or mini-courses in the physical, biological and earth-space sciences.

3. Learning Outcomes [Refer to Common Standards.]

4. Co-curricular Activities

a. Students have access to co-curricular activities such as science clubs, science seminars, traveling science shows, summer science camps, science competitions, e.g., science fairs, Westinghouse Science Talent Search, ACS Chemistry Test, The Junior Science and Humanities Symposium, etc.

b. Planned field trips to outdoor school sites or to community facilities are an integral part of science instruction.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement [Refer to Common Standards.]

b. Time Allocation

(1) Instructors of laboratory science classes are scheduled for no more than three (3) preparations per semester (three different courses, e.g., Chemistry I, Physics, Biology I) without the addition of a second preparation period.

(2) The science teachers are able to spend their preparation time in their classroom/laboratory.

2. Instructional Practices

a. Teachers use student centered activities/laboratory experiences: middle childhood experiences are at least 40 percent laboratory; biological science experiences are at least 40 percent laboratory; and chemistry-physics experiences are at least 60 percent laboratory.

b. Teachers use direct instruction when directions, procedures and basic background information are imparted.

c. Teachers use mathematical applications such as use of metric measurements, preparing and/or interpreting graphs, balancing equations, etc., where required.

d. Teachers integrate specific reading and writing skills into each science unit taught.

e. Students are given instruction in, and have frequent opportunity to practice the basic science learning skills of: observing, describing, measuring, collecting, classifying, hypothesizing, predicting, interpreting, drawing conclusions and reporting findings.

f. Science films, instructional television, filmstrips, etc., are used as an enrichment activity. Pre- and post-activities are used with this type instruction.

g. Current science periodicals written for students and science news articles are used regularly to up-date the program of study and text information.

h. Teachers use enrichment equipment and materials to promote individual student interest projects.

i. Science instructional practices promote the opportunity for students to expand experimental skills through the development of special interest science projects.

3. Personnel

a. Instructional Staffing

(1) Each school with grades K-4 and more than seven (7) classrooms has at least one (1) science resource teacher. This teacher must have at least six (6) semester hours of elementary science training above that required. He/she coordinates the science program and the utilization of resources by other teachers. Smaller schools may rely upon a teacher with a special interest in science or a multi-school resource teacher of science.

(2) Middle childhood teachers (grades 5-8) of science courses have certification in general science if the school is departmentalized.

(3) Middle/junior high and adolescent/high school staff (grades 5-12) are certified in the particular science area(s) being taught.

(4) Department chairpersons from within the science department are assigned in middle/junior and senior high schools.

4. Facilities

a. Specialized Classroom Characteristics

(1) Each instructional area is designed to promote safe instructional practices [i.e., laboratory areas uncluttered, ground fault breakers on electrical circuits; two (2) exits from each area].

(2) Early childhood classrooms (grades K-4) have adequate instructional space, storage and materials to involve students in activities which develop knowledge of their environment and process skills of recognition, classification and quantification. Each classroom has: (a) access to an equipped demonstration table; (b) four (4) electrical outlets, heat sources and water; (c) flat-topped, mar-proof, impervious student furniture; (d) 2' x 8' of counter space for displaying extended experiments, aquaria, etc.; (e) open and closed storage cabinets; (f) natural lighting with room darkening shades; and (g) a projection screen.

(3) Science laboratories are used for science instruction only and never for non-science functions.

b. Specialized Rooms or Facilities

The following standards are in addition to the specifications provided in the HANDBOOK ON PLANNING SCHOOL FACILITIES.

(1) The combination chemistry-physics lecture laboratory has a minimum allotment of forty (40) square feet per student; minimum--nine hundred and sixty (960) square feet for a maximum of twenty-four (24) students, exclusive of separate storage, preparation and/or darkrooms. This space provides laboratory working space of 3' x 2' for each student. Open shelving is provided for often used non-hazardous chemicals and other materials. Other equipment for the room includes: a CO_2 fire extinguisher, eye wash basin(s), projection screen, roll carts, a 24" x 36" clean-up sink, positive-independent ventilation and a central utility cut-off within the laboratory.

(2) A chemistry storage room is provided with closed, vented storage for explosive or flammable material and concentrated acids (30 to 40 linear feet with 18 to 24" minimum depth--adjustable shelving).

(3) A physics storage room is provided with closed, adjustable shelving (30 to 40 linear feet with a minimum depth of 24").

(4) The biology and/or general science instructional space laboratory (appropriate for middle school) has a minimum allotment of forty (40) square feet per student; minimum--nine hundred and sixty (960) square feet for a maximum of twenty-four (24) students, exclusive of separate storage, preparation and/or darkroom. This space provides an area for plant growth. Other equipment for this room includes: Projection screen, roll carts, clean-up sink--24" x 36" x 24", and positive, independent ventilation.

(5) The biology and/or general science storage facilities provides shelving with variable height and depth with a minimum of one hundred and fifty (150) linear feet.

(6) The biology and/or general science project preparation room has positive, independent ventilation.

(7) Self-contained upper elementary classrooms have access to materials which include: (a) projectors (filmstrip, overhead and 16mm), (b) instructional television monitors, (c) cassette recorder/players, (d) instructional models, (e) growing table, (f) devices appropriate to manipulative skills of these students and (g) activity kits.

c. Classroom/School Accessibility

(1) All lecture and laboratory science rooms at the junior/senior high level have direct access to storage and project preparation rooms, convenient access to other science instructional space and direct access to the corridor.

(2) All classrooms which are self-contained provide for growing tables, aquaria and terraria either within the room or in a conveniently accessible room available for science instruction by all teachers.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) An inventory list of science basic and enrichment materials, required for each activity/laboratory experience for each grade level/course is available to all

science teachers. It includes. glass/plastic ware, chemicals, preserved materials, paper, collections, student safety/protective devices, charts/maps, models, globes, locally purchased supplies, etc.

(2) An appropriate quantity of high quality science instructional materials is available for high ability, remedial and average students including: (a) reference sets of supplemental adoped textbooks and science trade books, (b) science encyclopedias, (c) annual subscriptions for science periodicals, (d) science dictionaries, (e) standard dictionaries, (f) science resource books (biological, physical and elementary), (g) Handbook for Chemistry and Physics (updated each three (3) years), (h) audio-visuals for most units taught, (i) cassette tapes/records, (j) overhead transparencies, (k) science videotapes, (l) reference/wall charts for each level/subject, (m) Merck Index (levels 8-12) and (n) science safety reference books (hazards, chemicals and disposal).

(3) Up-to-date science films are available from county or regional libraries.

(4) Science materials are available for reference, enrichment and individualized science activities to fulfill stated instructional objectives.

(5) Sufficient equipment, supplies and protective safety devices are available for teams of two (2) students to perform the required activity/laboratory assignments.

b. Equipment

(1) An inventory, by department and classroom is maintained and includes: (a) laboratory safety equipment for the student and department, (b) laboratory maintenance tools for the department/school, (c) laboratory equipment for teams of two students and (d) enrichment equipment for student special interest projects.

(2) Every student has access to microcomputers.

(3) All classrooms which are self-contained provide for running water, electricity and an area suitable for demonstrations and experiments either within the room or in a conveniently accessible room available for science instruction by all teachers.

C. PROGRAM ASSURANCES

1. Student Evaluation

Each student is individually evaluated using tools such as quizzes, observations of laboratory techniques, criterion and/or objective referenced tests, and standardized tests.

2. Program Evaluation

a. Aggregated test data and information from individual students within and across all schools will be used to diagnose/evaluate the science program. The evaluation is by grade level in the lower grades (early/elementary childhood education - middle childhood education) and by special science areas at the higher grades (middle/junior and high school education).

b. Test data by objective is used to improve articulation of the science program from grade-to-grade in self-contained classrooms in the same school; between a self-contained classroom and a special science course in the same school; between schools with the same grade level structure; and, between schools where students advance from one course to another at a higher grade level, or to a specialized science course.

SOCIAL STUDIES EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Social studies education has as its basic purpose the preparation of young people to be humane, informed, participating citizens in an ever-changing, interdependent world. Essential to this purpose is the belief in the worth of each individual and in the individual's inherent capacity to know, to choose, and to act rationally. This commitment must put the power of knowledge to use in the service of humanity and toward the improvement of the human condition.

The social studies program should reflect concepts from history, geography, economics, political science, sociology, anthropology, psychology and the humanities. Possession of a strong knowledge base and of the ability to use the skills characteristic of these disciplines should enable the student to solve problems, make responsible decisions, and function effectively within a pluralistic society.

The following statements describe those elements which characterize a high quality social studies program:

a. The social studies program is relevant to students, taking into consideration their intellectual, physical and emotional development; their interests and concerns; and the learning activities which provide for self-expression and stimulate creativity and love of learning.

b. The social studies program deals with local, national and global issues; the rights and responsibilities of democratic citizenship; and the principles of equality, freedom and justice.

c. The social studies program emphasizes the concepts, principles and theories from the social sciences and humanities; the skills of acquiring, processing, applying and communicating information; and open and full examination of the values underlying social issues including the exploration of alternative solutions to problems.

2. Program of Study

a. In adolescent/high school education, the program of studies includes at least three of the following eight electives in grades ten through twelve. These electives are offered either as one-half or one unit credit.

(1) Comparative Political Systems,

(2) Humanities,
(3) Introduction to Sociology,
(4) Introduction to Anthropology,
(5) Introduction to Psychology,
(6) Issues in American History,
(7) Law and the Legal Process, or
(8) Future Studies.

b. When counties or schools offer electives beyond those listed in the social studies program of studies, they are to be congruent with the broad goals of social studies as approved by the West Virginia Board of Education.

3. Learning Outcomes [Refer to Common Standards.]

4. Co-Curricular Activities

a. At least two social studies co-curricular activities are offered to early, middle and adolescent learners. These may include but are not limited to the social studies fair, clubs, model United Nations, student government, cultural festivals and the social studies bowl.

b. When field trips are used as a supplement to the social studies program of study, they adhere to an adequate liability policy as established by the county board of education.

B. PROGRAM DELIVERY

1. Adminstrative Practices

a. Placement

The county establishes standards and/or prerequisites for entry into advance placement social studies courses.

b. Time Allotment

(1) On at least a weekly basis within the school day, time is alloted for common planning and program articulation among those assigned to teach social studies in the middle childhood and adolescent education program, 5-12.

(2) Time is set aside, on a monthly basis within the school day, for common planning and program articulation for those assigned to teach social studies in the early childhood education program, K-4.

c. Funding

(1) Funds are be allocated to social studies teachers and coordinators to purchase adequate quantities of supplemental social studies materials, supplies and equipment.

(2) Funds are allocated to support and encourage use of community resources.

(3) Funds are allocated for use of outside consultants to provide technical assistance, relative to teaching and learning in social studies.

2. Instructional Practices

a. Teachers use learning strategies which closely simulate real-life experiences (e.g., mock trials, elections, town meetings, moot courts).

b. Teachers use community resources as an integral part of the social studies classroom including such activities as field trips, community surveys, use of community documents, guest speakers and interviews.

c. Teachers use instructional strategies to develop learner proficiency in the skills of critical thinking, problem solving and the ability to gather information and formulate conclusions.

d. At the early and middle childhood levels (K-8) when social studies is integrated with other subjects, the focus of instruction is the mastery of the appropriate learning outcomes specified by the social studies program of studies.

e. Teachers identify and diagnose student deficiencies relative to specific social studies learning outcomes and provide remediation for those deficiencies.

3. Personnel

a. Instructional Staffing

(1) Each building principal designates one teacher to act as a social studies liason to assist in coordination of social studies activities and to serve as a communication link between the county office and school staff. In departmentalized settings this may be the department chairperson.

(2) Those teachers who are identified as either the social studies liaison or social studies chairperson receive release time and/or monetary remuneration.

(3) In schools that incorporate social studies and other subjects in an interdisciplinary mode, teachers must demonstrate proficiency in planning and implementing interdisciplinary programs.

(4) Each teacher of social studies in a departmentalized setting is responsible for no more than three academic preparations per day.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development [Refer to Common Standards.]

d. Support Staffing

(1) At the building level, the principal assigns a staff person the responsibility of collecting, organizing, and cataloging resource materials which support the social studies program of studies. In schools that have a media center, this task may be assigned to a media specialist.

(2) The county school district assigns a staff person the responsibility to coordinate the collection, organization and distribution of social studies supplemental resources county-wide.

(3) Counselors are employed in all schools who have general knowledge of the social studies program of studies and who can counsel students relative to selection of electives and/or other issues and problems which arise relative to the social studies program of studies.

(4) At the school and/or county level, an individual is assigned the responsibility of articulating the use of community resources (e.g., field experiences, guest speakers, community documents, etc.) to support the Social Studies Program of Studies.

(5) At the school and/or county level, an individual is assigned the responsibility of promoting social studies through media coverage of school and county-wide social studies programs and activities.

(6) The social studies coordinator(s) at the state level conducts statewide and/or regional meetings on an annual basis to facilitate communication and/or provide training relative to teaching and learning in social studies.

4. Facilities

a. Specialized Classroom Characteristics

Each social studies teacher has the same regular classroom assigned for all social studies preparations unless an alternate arrangement is desired by the teacher to promote the effectiveness of a particular social studies program.

b. Specialized Rooms or Facilities

(1) Each school has easy access to a multi-purpose room or large indoor area suitable for conducting such activities as cultural festivals, social studies fairs, social studies bowls, etc.

(2) Each school has a social studies resource center and professional library which may be a separate room or a specific area of the school media center.

c. Classroom/School Accessibility

Libraries and media centers are accessible to social studies students during the regular school day for research purposes.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Each school has the following equipment available and readily accessible to social studies teachers: video equipment, filmstrip projectors, cassette recorders, overhead projectors, 16 mm projectors, photocopiers and microcomputers. This equipment is in sufficient quantities to meet the needs of individual social studies teachers.

(2) Appropriate social studies resource materials are available in all schools and include but are not limited to the following: (a) classroom subscriptions to both a local and a major national newspaper; (b) both fiction and non-fiction books in quantities sufficient to encourage group and individual reports relative to the social studies program of studies; (c) at least two (2) different news periodicals in quantities sufficient for individual and group reports; (d) other periodicals as requested by the social studies teacher to supplement the social studies program of studies; (e) several current sets of encyclopedias of varying levels of difficulty; (f) atlases and other map sources in quantities to facilitate group and individual research; (g) primary sources and artifacts which supplement the social studies program of studies; (h) computer software relative to social studies skills and content; and (i) a vertical file of pamplets, pictures and booklets relative to the social studies program of studies.

(3) Teachers have adequated quantities of up-to-date reference materials available including dictionaries, encyclopedias, atlases, world almanacs, maps, globes, and paperback books.

(4) Supplemental social studies materials are evaluated and up-dated on a continuous basis.

(5) At least two (2) different professional social studies journals are available in each school.

(6) A wide variety of construction materials are available to teachers and students for the development of social studies projects.

C. PROGRAM ASSURANCE

1. Student Evaluation

a. Criterion-referenced pupil evaluation is conducted to measure student mastery of the appropriate social studies learning outcomes.

b. Within the social studies classroom, a variety of evaluative measures are used which are appropriate for the measurement of the content, skills and attitudes specified in the social studies learning outcomes.

c. Pupil evaluation results relative to social studies are used as the basis for instructional planning.

2. Program Evaluation

a. Social studies norm-referenced and criterion-referenced results are used as the basis for change and improvement in the social studies program of studies at the state and local level.

b. A needs assessment process is initiated to evaluate the appropriateness of the social studies program of studies and specific learning outcomes at the state and local level.

c. State and local program evaluation results are communicated to the appropriate individuals, organizations and institutions of higher education.

STANDARDS COMMON TO
VOCATIONAL, TECHNICAL AND ADULT EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Vocational programs are conducted at the secondary and adult levels to prepare youth and adults for employment and for work in the home. Programs also include the preparation of persons for entrepreneurship and for key volunteer work needed by the community. While vocational programs are not designed to prepare people for work in occupations for which a baccalaureate degree is required, vocational programs should not hinder movement into such preparation for employment.

When particular skills can be learned most effectively on the job, it is vocational education's responsibility to arrange and coordinate on-the-job training and relate it to in-school learning. Other job preparation is provided by vocational education through formal classroom or laboratory instruction. Often, the most effective preparation is a combination of classroom and laboratory instruction followed by on-the-job training.

Vocational education also has a major role in orienting people to the world of work. Orientation emphasizes career development and provides knowledge of labor markets, career patterns, working conditions, and the advantages and consequences of different work attitudes and work habits.

2. Program of Study

a. Programs are available in the areas of secondary vocational education, prevocational education, adult preparatory, adult part-time, new and expanding industry training, adult basic education, consumer and homemaking, industrial arts, and community education.

b. Program offerings are determined by such factors as surveys of local manpower needs, student interests, statewide placement rates, state and national reports of manpower supply and demand, and recommendations of local advisory committees to meet the job opportunities for employment within a 300 mile radius of the school.

c. As new occupations and jobs are developed that create an employment market, new vocational programs are initiated or existing programs are modified to include these new areas.

d. Program content is based upon the skills and related knowledge needed in an occupation and is revised on a continuing basis.

e. At the secondary level, programs are available to enroll 60-80 percent of students in grades 10 to 12.

f. Prevocational exploration programs are available to all students in the ninth or tenth grade.

g. Remedial and related reading and math programs are provided for students who need such assistance to succeed in vocational education programs.

h. Vocational student organizations are an integral part of each vocational program.

The aim of vocational student organizations is to develop leadership competencies and positive attitudes toward fulfilling occupational, civic, social, and community responsibilities.

i. The supervision of members of vocational student organizations is the direct responsibility of professional vocational education personnel within the respective vocational education service areas.

j. The recognized vocational student organizations are: Distributive Education Clubs of America (DECA); Future Business Leaders of America (FBLA); Future Farmers of America (FFA); Future Homemakers of America (FHA); Home Economics Related Occupations (HERO); Vocational and Industrial Clubs of America (VICA); Health Occupations Students of America (HOSA); and American Industrial Arts Student Association (AIASA).

k. Curriculum development and modification activities required to enable eligible exceptional students to participate in "regular" or "special" vocational education programs are provided.

3. Learning Outcomes

Learning outcomes (competencies) are based on an analysis of the occupation(s) for which students are being trained.

4. Co-curricular Activities [Refer to Common Standards.]

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) Program availability is sufficient to allow students to participate in the program of their choice in accordance with their aptitudes and abilities and for which there is an occupational demand.

(2) Vocational education is provided to the extent that individuals leaving or graduating have had the opportunity to obtain a saleable skill.

(3) Persons out of school, 16 years of age or older, engaged in or preparing to enter an occupation, are eligible to enroll in adult vocational programs.

(4) Exceptional students are eligible for special or modified vocational education programs if they are 14 to 23 years of age and have met the following conditions: have a potential for success; have been vocationally evaluated/diagnosed; an I.E.P has been prepared and placement has been recommended by the Placement Advisory Committee with input from a vocational representative; have not graduated; and desire vocational training.

b. Time Allocation

(1) Depending on the competencies to be learned by the students, secondary programs vary in instructional time. Programs range from one class period per day for four years to three class periods per day for two years.

(2) For adult vocational programs, the instructional time is sufficient for the student to acquire the minimum competencies as prescribed in the program of studies needed in the occupational area.

c. Funding

(1) Funds for vocational education are utilized to pay for the additional costs of vocational education programs, developing and administering programs, and improving planning for the use of all resources available for vocational education .

(2) Vocational funds allocated to the county are to support vocational programs exclusive of expenses for operation of plant, extended employment, and county salary supplements.

(3) Funds appropriated/allocated to multi-county vocational centers are spent in accordance with Chapter 18, Article 2B, West Virginia Code, and policies and procedures adopted by the West Virginia Board of Education.

(4) An annual plan and an application for federal and state vocational education funds are submitted to the department of education, bureau of vocational, technical and adult education.

(5) The annual plan and application are in compliance with the Vocational Education Amendments of 1976 (PL 94-482).

(6) Funds for vocational programs include secondary, adult preparatory, adult supplemental, disadvantaged, handicapped, work study, cooperative, energy education, construction, placement services, industrial arts and prevocational, contracted instruction, local administration, guidance and counseling, personnel training, overcoming sex bias, administration and evaluation, special programs for the disadvantaged, adult consumer and homemaking, ancillary, adult basic education, comprehensive employment and training act, youth employment and training program, and new and expanding industry training.

(7) Funds for vocational education are allocated in accordance with the State Plan for Vocational Education and the Policy and Procedures Manual.

(8) Funds are provided for extended employment through the Basic Foundation Aid Formula to supervise occupational experience programs, to teach summer school, to place program completers in a job, to engage in professional development activities, and to contact business and industry for updating technical skills and obtaining cooperative student training stations.

(9) Appropriate consideration in the form of salary and fringe benefits is given to vocational education personnel based on their demonstrated occupational competence, professional preparation, years of service, and critical shortage of qualified personnel in high technological occupational areas.

2. Instructional Practices

a. Students are provided with school and classroom policies and procedures.

b. Projects, experiments, field experiences, and simulated activities methods of instruction are scheduled into the instructional sequence at the proper points.

c. Teachers provide safety instruction prior to any shop or laboratory work.

d. Students are taught and required to observe safety rules as established by local, state, and federal agencies.

3. Personnel

a. Instructional Staffing [Refer to Common Standards.]

b. Supervisory/Administrative Staffing

(1) A certified vocational administrator is employed when a school offers five or more vocational programs. For an additional ten programs, an assistant administrator is provided.

(2) A certified vocational administrator is employed at the county level to supervise the activities of vocational teachers and support personnel.

(3) A certified vocational administrator is employed to administer adult programs.

(4) A certified vocational counselor is available in each vocational facility that offers five or more vocational education programs.

(5) A job placement specialist is provided at a ratio of one job placement specialist for each 300 twelfth grade vocational students. For each 300 additional students, an additional job placement specialist is provided.

c. Professional Development

(1) The state maintains adequate programs of preservice and inservice education for vocational education instructors, supervisors, administrators, teacher trainers, and support personnel.

(2) The development of instructional competencies and the maintenance and improvement of occupational skills is the shared responsibility of the student, the local educational agency, the state, and the teacher training institutions.

(3) Recruitment, selection, employment, and advancement of vocational education personnel is consistent with current affirmative action policies.

(4) Vocational education personnel, including teachers, supervisors, administrators, and teacher educators, have individualized plans for professional development.

(5) Teachers are provided time to visit local industry and attend seminars and workshops on a regular basis to keep abreast of employment trends and new skills required by business and industry.

(6) The Policy and Procedures Manual of the bureau of vocational, technical and adult education is kept current and appropriate sections are made available to vocational personnel.

(7) Each new vocational teacher participates in a beginning teacher inservice workshop sponsored by the bureau of vocational, technical and adult education.

d. Support Staffing

(1) Eligible exceptional students in special or modified vocational programs are provided support services such as:

(a) A second vocational teacher is assigned to regular vocational classes.

(b) A special needs coordinator ensures that services of appropriate educational agencies are provided.

(c) Modification of schedule, curriculum, equipment, and facilities are made.

(d) Supportive vocational education services (assistance from interpreter, note taker, direct reader, work study, student assistant, etc.).

(e) A full-time instructional resource center coordinator and a paraprofessional are provided in each area vocational technical center.

(f) Support staff is provided to work with eligible exceptional students in vocational programs.

(g) Sufficient certified personnel in the areas of reading and math are provided to assist vocational students performing below grade level in vocational programs.

4. Facilities

a. Specialized Classroom Characteristics

(1) Classroom laboratories meet standards prescribed by the bureau of vocational, technical and adult education.

(2) Vocational facilities are provided which: contain at least 30 square feet per student for related instruction; contain ample movable furniture and equipment; contain adequate storage and work areas, appropriate lighting, and display areas; are designed for use of audiovisual equipment; are structurally safe; contain fire safety measures including sufficient exits and stairways for safe and easy flow of traffic; have an adequate, and safe, water supply; have an adequate sewage disposal system and sufficient and sanitary toilet facilities and plumbing fixtures; have adequate general instructional, administrative, and custodial storage; contain adequate thermal control to maintain comfortable room temperatures; are adequately lighted; are in good repair and attractively painted; are designed to prevent loud noises from traveling from one section of the building to another; and provide sufficient administrative offices.

(3) The classroom is of sufficient size to accommodate the number of students enrolled in the program and to accommodate the required equipment.

(4) Utilities are of sufficient quantity to service the required equipment and are installed according to local, state, and federal regulations.

b. Specialized Rooms and Facilities

(1) Tool and/or equipment rooms are available to store and dispense equipment and supplies.

(2) Classroom areas are available either within or without the shop area for related instruction.

(3) Rooms or areas are provided for hazardous materials and supplies and conform to all local, state, and federal safety regulations.

(4) A media center is provided in area vocational schools that meets the same standards as those in the high schools.

(5) Properly marked work areas or rooms are provided for hazardous operations.

(6) Adequate lockers, restrooms, cleanup, and dressing facilities are provided for both male and female students.

c. Classroom/School Accessibility

(1) Classroom and shop areas are free from barriers which would prevent access by eligible exceptional students.

(2) Safe and adequate loading and unloading areas for equipment and supplies are provided.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) The type and amount of instructional materials and supplies are determined by program content and are sufficient to teach the competencies approved by the West Virginia Board of Education.

(2) Supplemental teaching aids, textbooks, and specialized supplies as appropriate are provided to eligible exceptional students to increase their chance for success in the program.

(3) Textbooks, manuals, films, video and audio tapes, slides, charts, and other training materials are current and kept current for use in the program.

b. Equipment

(1) The type and amount of equipment are determined by the program content and are sufficient to teach the competencies approved by the West Virginia Board of Education.

(2) Equipment lists are developed by the bureau of vocational technical and adult education with input from teachers, representatives of business and industry, and persons with expertise in the occupation or cluster of occupations being taught.

(3) All equipment purchased with state and federal vocational funds is approved by the West Virginia Board of Education.

(4) State approved equipment lists are revised as needed to reflect changes in business practice and technology.

(5) All equipment meets or exceeds state and federal safety standards.

(6) Approved safety equipment such as respirators, safety glasses, masks, safety shoes, etc., are provided to students and teachers and are used according to safety regulations.

C. PROGRAM ASSURANCES

1. Student Evaluation

a. Student achievement is measured through tests and performance evaluations of the competencies listed in the course of study.

b. The competency list for each program is available to students, parents, and appropriate school officials.

c. Vocational administrators, instructors, and support personnel are provided with the information needed to serve exceptional students.

d. A record of the competencies that each student has achieved is kept and is made available to the student and parent/guardian upon request.

e. Student competencies are recorded and used for job placement purposes.

2. Program Evaluation

a. Vocational programs are evaluated every four (4) years by the state department of education, using standardized evaluation instruments.

b. Results of the state evaluation are provided to the local boards of education, vocational administrators, and teachers to be used for program improvement.

c. Follow-up visits by state staff are used to evaluate progress toward meeting program standards.

d. Vocational administrators and instructors use Management Information System (MIS) data, student performance records, and input from program advisory committees on an annual basis to revise vocational programs to better meet the needs of students and business and industry.

e. Local education agency supervisory and administrative personnel evaluate vocational programs annually.

f. Financial audits are conducted every two years to determine the effectiveness of the financial management systems and internal procedures used by the recipient to meet the terms of its grants and subgrants.

g. A local advisory committee for vocational education is established by each local educational agency.

h. An occupational advisory committee is established and maintained for each vocational program.

i. The advisory committee is involved in activities such as reviewing curriculum, recommending equipment, providing support services, and aiding in job placement.

j. Advisory committees are composed of representatives of the general public, business and industry, and labor.

k. Representatives of both sexes and racial and ethnic minorities, are members of the advisory committee.

l. The advisory committee meets two or more times per year, and minutes are kept of each meeting.

3. Community Relations [Refer to Common Standards.]

4. County Accreditation [Refer to Common Standards.]

5. School Evaluation [Refer to Common Standards.]

ADULT BASIC EDUCATION

Common standards do not apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Learning is a continuous lifelong process and the education of adults is an integral part of public education. Adults must be able to speak, read and write the English language, master basic arithmetic and acquire coping skills needed for meeting the requirements of daily living and functioning effectively in our modern society. The pervading philosophy of the adult basic education (ABE) program is that all individuals are persons of worth and dignity and will be provided educational opportunities to advance to their maximum potential. Therefore, provisions must be made to provide "the second opportunity" for the illiterate, the partially educated and the adult with yesterday's tools, who is in need of marketable skills and education for today. The ABE program must continually develop and maintian high standards in the areas of educational facilities, materials and equipment, curriculum and instruction, personnel development, organization and administration, community outreach, planning and evaluation, and funding, as set forth in the Federal Adult Education Act, P.L. 91-230, and in accordance with regulations required by the West Virginia Board of Education.

Adult basic education programs in West Virginia are provided under provisions of the Adult Education Act, P.L. 91-230. The purpose of the Act is to expand educational opportunities for adults and to encourage the establishment of adult education programs that will:

a. enable all adults to acquire basic skills necessary to function in society,

b. enable adults who so desire to continue their education to at least the level of completion of secondary school, and

c. to make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

The definitions applicable to adult basic education programs are:

a. The term "adult" means any individual who has attained the age of sixteen.

b. The term "adult education" means services or instruction below the college level for adults who

(1) lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school

providing secondary education and who have not achieved an equivalent level of education; and

(2) are not currently required to be enrolled in schools.

c. The term "adult basic education" means adult education for those whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability , which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and making them better able to meet their adult responsibilities.

d. The term "adult basic education" also includes adults with "limited English speaking ability." This means adults who come from environments where a language other than English is dominant, and by reason thereof, have difficulty speaking and understanding instruction in the English language.

e. "Adult basic education" also includes the terms "most in need." This term refers to those adults who because of physical, geographical, ethnic, or other reasons require special services to fully take advantage of educational opportunities. In West Virginia these persons include but are not limited to the following: residents of most rural areas; residents of urban areas with high unemployment; institutionalized adults; adults with limited English-speaking ability; adult immigrants; adults who are members of a minority; handicapped adults and older persons.

f. Adult basic education programs, as specified under the Adult Education Act, are available to all eligible adults in all counties of West Virginia in accordance with regulations as approved by the West Virginia Board of Education. Programs are available to all persons without regard to race, color, creed, national origin, sex or handicap.

2. Program of Study

a. Adult basic education programs are determined by a needs survey utilizing census information, student concerns and interests, and established community needs, as shown by input from business and other community organizations.

b. ABE programs of study are written by the West Virginia Department of Education and approved by the West Virginia Board of Education and are made available in all counties in West Virginia.

c. Goals are established and curriculum modes are developed for each subject area provided in the ABE program of study.

d. The program of study for ABE is enhanced by a professional staff member assigned the responsibilities of collecting and processing curriculum development data and making recommendations for implementation.

e. The ABE program of study includes the following offerings on skill levels 0-4, 5-8, and 9-12: (1) functional literacy; (2) adult performance level; government and law; occupational knowledge; health; community resources; consumer economics; (3) English as a Second Language (ESL); (4) basic through advanced curriculum offered in: English; math; reading; science; social studies; (5) standardized test preparation; general educational development test (GED); civil service; vocational pre-entrance tests; A.C.T., S.A.T., armed forces tests; (6) reading and GED series offered via television: Kentucky Educational Television series; "Another Page," and "Just Around the Corner"; (7) career awareness offerings.

f. The ABE program of study is modified to provide the necessary learning experiences to accomodate the basic educational needs of all adults.

g. The local community is provided with information concerning ABE including competencies to be achieved, class schedules and locations, and award ceremonies such as GED graduation.

3. Learning Outcomes

a. The individual adult student is assisted by the ABE instructor to set realistic goals and to sequentially progress toward the attainment of these goals. The learning outcome for each adult learner is measured by the successful completion of the competencies required for the specific goal as follows:

(1) The attainment of basic survival skills: survival vocabulary, reading comprehension and basic math computations.

(2) Observable indicators of the adult learner's ability to cope with situations in everyday life.

(3) Achievement on the part of the foreign born adult student of the speaking and listening skills necessary for survival and movement into the American society and culture.

(4) The expansion of the individual's self-awareness of interests, attitudes, and abilities as related to fostering individual self esteem, securing a job, maintaining employment and career advancement.

(5) The attainment of basic educational skills to meet the requirements of entering the work force.

(6) The attainment of the basic skill level for the successful completion of the GED.

(7) Skills upgraded sufficiently for entrance into vocational or college programs.

4. Co-Curricular Activities

Not applicable to the adult basic education program.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) Standarized tests or informal inventories are given to all adult students to determine beginning instructional levels in the different subject areas.

(2) Informal interviews are conducted with adult students to explain the program, assist in determining needs and interests and to cooperatively set goals and objectives.

(3) ABE full-time learning centers and/or part-time evening classes are available to all adults sixteen (16) years of age or older who are not enrolled in public schools.

(4) Potential adult students are provided with complete program information prior to entrance into the program.

(5) All persons have equal access to programs regardless of race, color, creed, sex, national origin or handicap.

b. Time Allocation

(1) Adequate time is provided for instruction and learning to occur. The ABE instructional program includes both full-time and part-time program format. Full-time ABE learning centers are available to the adult population and operate a minimum of six hours per day.

(2) The part-time ABE program is available to serve adults in the community. The minimal hours of operation per class is three hours per week.

(3) Emphasis for a constructive use of time is based on the individual's areas of deficiency.

(4) Volunteer students attend either a full-time learning center or part-time class based upon their personal time schedule.

(5) Adult students who have required attendance as determined by the Veteran's Administration, Social Security or other agencies attend as full-time students, five hours a day, five days a week.

c. Funding

(1) ABE instructors participate in the development of an annual budget for the program, based on documented needs.

(2) ABE funds are provided to the counties for necessary costs of operating the ABE program, i.e., salaries for instructors and aides; books, supplies and materials; equipment repair or replacement; travel; fixed charges; and other necessary expenses.

(3) Teachers are notified at the beginning of each school year of operating budgets and adjustments.

(4) Funds are budgeted for necessary travel, released time and substitutes for personnel to participate in evaluations and professional development activities.

2. Instructional Practices

a. Part-time classes maintain an enrollment of at least 12 adult students per month, with the exception being where there is a predominance of ESL or low academic level students.

b. Full-time learning centers maintain an enrollment of at least 25 adult students per month, with the exception being where there is a predominance of ESL or low academic level students.

c. ABE teachers work individually with each student and group study is practiced when appropriate.

d. Adult education teachers use adult series materials that are appropriate for the student's individual functional level.

e. The teacher determines the student's functional level by a standardized adult test to identify appropriate and specific objectivies for advancement, remediation and enrichment.

f. The teacher shares the results of regular progress checks with each student on a personal basis.

g. The teacher maintains a file on each student's attendance, intitial assessment of instructional level, and goals and progress.

h. The teachers and students cooperatively develop an instructional plan based on the student's interests, goals and assessment.

i. The student file is readily available, enabling the individual student to work independently with the necessary materials and records.

j. Adult education teachers make practical application of materials being taught to the individual student's needs.

k. Adult education teachers treat the adult learners with respect and dignity and utilize techniques to promote self-confidence and a sense of individual worth.

l. Students have the opportunity to work at their own pace, without pressure, in an atmosphere conducive to learning.

m. Students do extra work outside the classroom on a voluntary basis only.

n. The teacher uses audiovisual aids to motivate and reinforce learning.

o. Adult education teachers serve as facilitators of learning and encourage students to become self-directed learners.

p. The teacher organizes the program of study from simple to more complex concepts.

q. Students are made aware of and required to observe all safety rules as established by local, state and federal agencies.

r. The teacher modifies instructional techniques and aids for use with students who have learning disabilities or handicaps.

s. The teacher utilizes resource speakers on topics such as alcohol and drug abuse, banking, health, family living, career planning, consumer education, etc.

t. The student's educational skill level and emotional maturity and the self-paced ABE instructional format are considerations for the individual's program of study.

3. Personnel

a. Instructional Staffing

(1) Certification requirements for ABE instructors are upgraded to the level of a bachelor's degree with teacher certification.

(2) ABE teachers are certified in the field of adult education.

(3) The attendance does not consistently exceed 15 students per teacher.

b. Supervisory/Administrative Staffing

(1) A state supervisor of adult basic education is employed to supervise and coordinate ABE programs in all 55 counties of West Virginia.

(2) Four adult basic education regional coordinators are employed to provide technical assistance to county boards of education in all areas of adult basic education.

(3) Each county designates an administrator for the ABE program to prepare budgets, provide for public relations and generally administer the county program. The county ABE administrator is cognizant of and in agreement with the objectives of the ABE program.

(4) An assistant ABE state supervisor is employed for the purpose of providing assistance to the state director of ABE in all areas of the program.

(5) A professional staff member is assigned the responsibilities of collecting and processing curriculum development data, making recommendations for implementation, and providing for the necessary inservice training.

c. Professional Development

(1) Instructors of ABE are expected to attend and to participate in local, regional and statewide inservice workshops. These training seminars provide the instructors practical experiences in techniques and methods for instructing adult learners. In addition, the workshops are designed to provide a curriculum and ABE materials update.

(2) ABE instructors are provided an opportunity to participate in graduate college courses and to pursue the masters degree in adult education.

(3) ABE instructors are provided an opportunity to attend and participate in professional adult education meetings.

(4) Instructors of ABE are provided an opportunity to be involved in ABE inservice as a part of, or in lieu of, LEA sponsored education programs.

(5) Statewide inservice sessions are provided in a variety of locations throughout the state.

(6) Inservice training is provided for support staff and other ABE personnel.

d. Support Staffing

(1) Paraprofessionals or aides are available to provide home instruction in rural, isolated areas and to assist in adult learning centers if enrollment necessitates.

(2) Two counselors are available in each ABE coordinator's region to assist in meeting the needs of the individual adult students.

(3) Support staff, including specialists in the areas of reading, math and special education, are available to all local ABE programs through the local education agency and/or Regional Education Service Agency.

4. Facilities

a. Specialized Classroom Characteristics

ABE specialized classrooms are provided to meet the needs of the adult learner. Such facilities are required to promote an atmosphere conducive to learning.

(1) Adult education facilities are well lighted, bright in color and pleasingly attractive.

(2) Adult education facilities are well heated and air conditioned to insure year-round comfort.

(3) Adult education classrooms are located in areas that are easily accessible.

(4) Adult education facilities provide a learning atmosphere; i.e., quiet study area, reference area, special reading area.

(5) Adult education classroom facilities are provided to accommodate the physical comfort of the adult learner, i.e., study tables, comfortable chairs, and accessible restrooms.

(6) Adult education facilities provide an area for the utilization of television and other audio-visual equipment.

(7) The adult education learning center includes the availability of instructional equipment, i.e., chalkboard, movie screen, individualized study carrels, wall map, sufficient electrical services and telephone.

b. Specialized Rooms and Facilities

The following requirements are necessary for improving the planned program of study for full-time ABE learning centers and part-time ABE classes:

(1) Proper accommodations and materials are made available to the adult learner operating on a low skill level.

(2) Space is provided for individuals requiring privacy in order to accomplish educational tasks without embarrassment.

(3) Consideration is made for the variety of individual modes of learning such as: individual experiences, partner or group interaction, auditory or visual experiences, hands-on experiences, etc.

(4) Proper accommodations are made for ESL (English as a Second Language) students, when specialized techniques are required.

(5) Office space or another appropriate location is made available for the purpose of interviewing, counseling, completing administrative responsibilities, etc.

(6) Additional space is made available, as necessary, for supportive staff services.

(7) Necessary space is provided for the purpose of individual or group testing.

(8) Space is made available for the storage of records, materials, supplies and equipment.

c. Classroom/School Accessibility

(1) ABE programs are provided in public school buildings, including elementary, high schools and vocational schools. Classes are also provided in community centers, hospitals, health and mental health facilities, churches, correctional centers, libraries and various other locations.

(2) All possible efforts are made to locate classes within the local communities where they will be easily accessible to the participants.

(3) ABE learning centers and classes are accessible to the handicapped.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Learning Centers

(a) Textbooks (programmed and workbooks) are on an adult level, covering levels 0-12+, including television instructional programs; for the areas of reading, writing, arithmetic, English, social studies and science.

(b) Programs of study in Adult Performance Level and Life Coping Skills are provided.

(c) A program of study covering career awareness is provided.

(d) A program of study in ESL is available as needed.

(e) Supplementary materials such as reading, spelling, science and social studies kits, etc. which relate to the ABE program are available.

(f) Consumable supplies and materials are available.

(g) Films, filmstrips, graphs, charts and transparencies are available.

(h) Special interest books are available.

(i) GED study books and instructional television programs are available.

(j) Standardized tests and/or other evaluation instruments to determine student placement and progress are provided.

(k) Dictionaries, encyclopedias and/or other reference material such as atlas, maps, and globes are available.

(l) Current materials in newspapers and magazines are provided.

(m) Computer programs in different subject areas are provided.

(2) Part-Time Classes

(a) Textbooks (programmed and workbooks) are on an adult level.

(b) Textbooks cover levels 0-12+.

(c) Textbooks cover the areas of reading, writing, arithmetic, English, social studies and science.

(d) Programs of study in Adult Performance Level and Life Coping Skills are provided.

(e) A program of study in ESL is available as needed.

(f) Consumable supplies and current materials are available.

(3) Textbooks and other materials are kept up to date with the current trends of adult education.

b. Equipment

(1) Instructional equipment includes audio-visual hardware necessary to facilitate learning procedures.

(2) In part-time ABE classes necessary instructional equipment is available on the basis of instructor request through the ABE county director.

C. PROGRAM ASSURANCES

1. Student Evaluation

a. Student evaluation is continuous, positive and non-threatening.

b. Adult students are evaluated to determine initial level of instruction, progress toward achievement of goals and final mastery of skills.

c. Evaluation instruments are diverse in subject area and format to comply with program flexibility.

d. Tests are available for assessing learner progress in daily living skills.

e. Career awareness evaluation, assessment and interpretation are provided to assist adults in selection of a training program and/or a career choice and employability attitudes in job seeking and job promotion.

f. There is a continual assessment of goal attainment and restructuring of future goals and objectives.

g. A written record of goals and the steps for attainment are maintained for the purpose of demonstrating continual student progress.

2. Program Evaluation

a. Each county and school has developed specific plans and procedures assuring program accountability to the local board, to the public and the state board and legislature.

b. The county ABE programs are evaluated annually using the goals and objectives stated in the West Virginia Adult Education State Plan and this Master Plan.

c. All adult learning centers are evaluated at least once each year.

d. All instructors complete enrollment forms, monthly enrollment and attendance records for each student.

e. All instructors complete an annual class report providing information required by the U.S. Department of Education.

f. ABE programs are evaluated as part of the four-year evaluation cycle of all vocational programs.

g. All preservice and inservice training programs are evaluated by the personnel involved and state ABE staff.

h. Local ABE programs are evaluated by the local ABE directors.

i. Community Relations

(1) The county has developed a written plan for the adult basic education community relations program.

(2) The designated county ABE director and ABE instructors are involved in the planning and implementation of ABE community relations program.

(3) Community relations events and activities such as open houses, graduations, etc., are planned.

(4) The public is kept informed of the ABE programs and activities through systematic and continuous use of all media.

5. County Accreditation

County accreditation is conducted by the West Virginia Department of Education in accordance with State Board Policy 2320.

6. School Evaluation (N/A)

BUSINESS EDUCATION

All common standards and standards common to vocational programs apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Business education is the body of subject matter or combination of courses and practical experiences, that is organized into programs of instruction to provide opportunities for secondary and adult students to prepare for and achieve career objectives in selected business occupations. Business education provides vocational competence, business and economic competence, and background instruction to assist students in preparing for professional careers requiring advanced study and to function as citizens. Vocational competence is achieved through learning experiences designed for employment and/or advancement in occupations in public or private enterprises or organizations. Business and economic competence needed to function as a citizen and background instruction for professional careers are developed through learning experiences integrated into the courses which provide vocational competency.

2. Program of Study

a. The business curriculums, accounting, clerical, data processing, stenographic, word processing, and supervision and business management, include a variety of activities such as recording and retrieval of data, supervision and coordination of office activities, communications and the reporting of information.

b. Programs are available to capable students in grades 9, 10, 11, and 12, and adults.

c. Students and parents are provided with program information to enable them in program selection.

d. Programs include the data processing required to support the practical applications being taught.

e. Each business student is provided a minimum of 40 hours "hands-on" experience on a microcomputer.

f. Computers are used in all phases of business and these concepts and applications are integrated into all business programs.

g. Students are given a math credit for business math which is taught by a business teacher.

h. Students are given an English credit for business communications which is taught by a business teacher.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement [Refer to Common Standards.]

b. Time Allocation

(1) Business education classes in the comprehensive high school meet daily for one regular class period or for two or more consecutive periods where course content is integrated with subject matter areas.

(2) Business education in the area vocational center is based on three consecutive class periods per day for one (1) or two (2) years as determined by course content.

c. Funding

(1) An operating budget based on the needs of the business education program is developed by the local agency.

(2) Supplemental state and federal vocational funds generated by business education contact hours are used to support business education programs.

2. Instructional Practices

a. Specialized instructional materials are provided to students with learning disabilities and/or handicaps.

b. All students receive instruction in keyboard techniques as the first "hands-on" experience at the typewriter or computer.

3. Personnel

a. Instructional Staffing

(1) A teacher certified to teach keyboarding (typewriting) is provided to teach keyboard techniques at the typewriter or computer at all grade levels including elementary and middle schools, junior, and senior high schools.

(2) The county employs certified teachers on the basis of their education and one year of wage-earning experience in business and industry.

4. Facilities [Refer to Common Standards.]

5. Instructional Materials, Supplies and Equipment [Refer to Common Standards.]

C. PROGRAM ASSURANCES

1. Student Evaluation

The grading system is explained to the student prior to evaluation.

2. Program Evaluation

Local business education advisory committees are composed of three to fifteen members representing business occupations.

CONSUMER AND HOMEMAKING

All common standards apply to this program; standards common to vocational programs do not apply.

A. PROGRAM DEFINITION

1. Introduction

Consumer and homemaking home economics is a group of instructional programs that prepare individuals at all educational levels for the occupation of homemaking, emphasizing the acquisition of knowledge and the development of understanding attitudes, standards, values, and skills relevant to individual and family life as well as the world of work. They also emphasize the improvement of the home, the quality of individual and family life, and enhance potential employability. These programs prepare individuals for the multiple roles of homemaker and wage earner.

2. Program of Study

a. Programs include instruction in consumer education, food and nutrition, family living and parenthood education, child growth and development, health and safety, housing and home management (including resource management), and clothing and textiles.

b. The curriculum meets federal guidelines for consumer and homemaking education and addresses the Educational Goals for West Virginia.

c. In adult education:

(1) Both regular and outreach programs are offered.

(2) Enrollment is based on interest and needs of the adult learner.

(3) Outreach programs are designed to benefit those members of the community who would not normally take advantage of regular programs due to transportation, social and family deterrents, etc.

d. In adolescent/high school education:

(1) Surviving Today's Experiences and Problems Successfully (STEPS) is offered in grades 9 - 12.

(2) Special interest courses, one semester in length, are offered in grades 10 - 12 and are based on interests and needs. Suggested special interest courses include consumer education, child development, clothing and textiles, housing, foods and nutrition, prenatal and infant care, family health, family living, resource management, home furnishings, crisis education, the family and society, parenthood education and energy education.

(3) Adult Roles and Functions (ARF) is offered at grade 11 and/or 12.

(4) Courses emphasize the practical application of home economics concepts to real life experiences.

e. In middle childhood/junior high education:

(1) Home economics is available in grades 5-8.

(2) The local home economics program is based on the Basic Attitudes, Skills and Experiences (BASE) curriculum.

(3) The program is exploratory in nature, broad in scope and integrated and/or coordinated with other subject matter areas.

(4) Home economics emphasizes the basics and their practical application to real life experiences.

(5) Prevocational home economics is offered in grade 8 or 9.

f. In early childhood/primary education:

(1) Home economics concepts such as nutrition, personal care, consumerism, relationships, energy conservation, sibling care, etc., are introduced to the students.

(2) Home economics activities are designed to involve the total family.

g. FHA (Future Homemakers of America) is an integral part of the instructional program for each student.

h. The student organization provides students with a structure in which they develop planning, decision making, cooperation, responsibility and other leadership skills.

i. Opportunities are provided for students to participate in regional, state or national activities of the FHA/HERO organization.

j. Self development of students is encouraged through participation in FHA/HERO degree program and competitive events.

3. Learning Outcomes

Competencies are reviewed and modified on a regular basis to reflect changes in society.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement [Refer to Common Standards.]

b. Time Allocation

(1) In grades K-4 home economics concepts are integrated into the curriculum.

(2) In grades 5-8 home economics is available to all students with a minimum total of one year (8,100 minutes) of instruction during these four years.

(3) Home economics in grades 5-8 is coordinated and/or alternated with industrial arts and other appropriate subjects.

(4) Comprehensive home economics classes (STEPS and ARF) are scheduled for one period per day for one year. Special interest courses are a semester in length.

c. Funding

(1) Adequate funds are provided for consumable supplies and materials.

(2) Funds are provided for extended employment of instructors to supervise extended learning, FHA activities, conduct home visits, teach mini-courses, provide services to adult homemakers, conduct conferences with youth and adults and participate in professional improvement activities.

(3) Sufficient funds are provided for staff and materials to conduct adult and family education classes.

(4) Funds are available for teacher travel for instructional activities such as FHA/HERO meetings, conducting surveys, supervision of extended learning, providing services for the family, recruitment, visits to other schools and professional improvement.

2. Instructional Practices

a. Teachers assist students in planning, carrying out, and evaluating extended learnings and maintain appropriate records.

b. Teachers use fifty percent of the available instructional time in each home economics content area to involve students with materials and tools, hands-on activities and other experiences actively involving students.

c. The teacher works with the total family.

3. Personnel

a. Instructional Staffing

(1) Home economics teachers working in grades 5-8 have specialized training to work with this age group.

(2) Home economics teachers/consultants employed to work with children and/or teachers in grades K-4 have specialized training in working with this age group and with the family concept of education.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

(1) The teacher has taken renewal or graduate work or special workshops to upgrade knowledge in content area within the last three years.

(2) The home economics staff in colleges and the state department of education cooperate in planning and implementing inservice education.

d. Support Staffing

4. Facilities

a. Specialized Classroom Characteristics

Additional space is provided when the facility is also used as a prevocational classroom.

b. Specialized Rooms and Facilities

Provisions are made for maintaining sanitary conditions by providing items such as window screens, garbage disposal, etc.

c. Classroom/School Accessibility

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Consumable supplies and materials are provided in sufficient quantity and quality to achieve course objectives.

(2) Federal donated foods are available through the county food service system for instructional purposes in home economics.

b. Equipment

(1) Energy efficient equipment and furnishings are selected and arranged to reflect current development in types of equipment and furnishings.

(2) All students have access to microcomputer systems and video equipment.

(3) The teacher has access to appropriate microcomputer systems for student record keeping.

C. PROGRAM ASSURANCES

1. Student Evaluation [Refer to Common Standards.]

2. Program Evaluation

   a. A consumer and homemaking advisory committee is established and maintained for each school.

   b. The advisory committee is involved in activities such as reviewing curriculum, recommending equipment and facility improvements, providing support services and serving as resource persons.

   c. The committee is composed of five to fifteen members representing all facets of the community. Membership may include persons such as a minister, nurse, extension agent, social worker, counselor, civic organization representative, student, parent and/or principal.

   d. The committee meets two or more times per year and minutes are kept of each meeting.

3. School Evaluation

   Evaluation follow-up visits by state staff are used to evaluate progress toward meeting program standards.

DIVERSIFIED COOPERATIVE TRAINING

All common standards and standards common to vocational programs apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Diversified cooperative training (DCT) programs are multi-occupational programs designed for students who have identified career objectives in any approved USOE code. The program may serve students who: (1) have received vocational training and enroll in a DCT program to enhance that training through on-the-job experience; (2) are unable to get desired training in another vocational program; (3) can benefit from the cooperative arrangement between classroom instruction and on-the-job training.

Programs of this type are particularly suited to small high schools in rural areas where there are neither enough students nor enough acceptable training stations in single occupational areas to justify separate programs.

2. Program of Study

a. The program of study is coordinated with vocational programs offered through the local vocational centers.

b. The program offerings do not compete or conflict with vocational programs offered by and available to students at the local vocational centers.

c. The program of study is available to students at the adolescent and adult levels.

d. The ultimate purpose of the DCT program is to provide high school graduates with sufficient competencies; that is--knowledges, attitudes, and skills necessary to function at the entry level or mid-management level in the occupational area of their choice.

e. On-the-job training indicates a planned sequence of activities and learning experiences.

3. Learning Outcomes

a. Students are provided training in the specific competencies identified as necessary for success in their chosen occupational area.

b. Students are also provided training in those competencies related to job seeking and job keeping.

c. Learning outcomes for DCT programs are based on competencies identified as required for each of the occupations for entry, mid-management, supervisory, and entrepreneurial levels.

d. Competencies are reviewed and modified at least every four years to reflect changing skills needed in business and industry.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) Students entering a DCT program have a stated vocational career objective which has been established with the help of guidance personnel, based on prevocational experiences, prior vocational instruction, or on individual preferences.

(2) Students are required to complete the training class(es), including a minimum number of identified competencies as a prerequisite to placement in the cooperative job placement component of the diversified cooperative training program.

(3) The teacher-coordinator interviews each student before the student is placed in the program.

b. Time Allocation

(1) The DCT program is offered in a one and/or two year sequence.

Model A

(a) FIRST YEAR--One period per day for instruction in basic skills to include communications, human relations, math skills, economics, employment process skills, product and service technology, and entrepreneurship skills.

(b) SECOND YEAR--Class instruction is individualized to the student's occupational choice for a minimum of one period a day, coordinated with on-the-job training equivalent to three periods a day (540 hours for the school year).

Model B

(a) CAPSTONE is an area of diversified cooperative training offered by a vocational/technical school for senior students who have already received training in a vocational program and have been recommended by the instructor for on-the-job training in that occupational area. (1) The training should be a minimum of one semester in length, preferably the last semester of the senior year. (2) The Capstoned students participate in a related class five periods per week with the Capstone coordinator. (3) The Capstone coordinator coordinates and supervises the on-the-job training experiences and maintains the required permanent records for each student; such as, training agreement and plan and evaluations of competencies.

(2) One credit is awarded for classroom instruction and two credits are awarded for cooperative work experience, based on a minimum of 15 hours per week.

(3) The amount of time the DCT student spends on the job is realistically appraised to insure time to master the other subjects in which they are enrolled.

(4) Time is provided in the student's schedule to identify, develop, and evaluate competencies achieved through projects and/or simulated occupational experiences.

c. Funding

Teacher-coordinators are notified at the beginning of each school year of operating budgets and adjustments as they occur.

2. Instructional Practices

a. The teacher-coordinator makes two visits a month to employers of DCT students employed under the cooperative plan.

b. The teacher responsible for related classroom instruction coordinates the students' on-the-job instruction.

c. The teacher has a course syllabus on file which indicates that the program offers instruction in basic skills to include communication and math skills, economics, employment process skills, entrepreneurship, and skills specific to each student's career objective.

d. Student records are maintained which include the following: training plan and agreement, progress reports, employer evaluations, and any other information deemed necessary for local or state program operation.

e. A written training plan and agreement, developed cooperatively by the teacher, student, and training sponsor, is on file and includes skills, attitudes, and knowledges necessary to enter and advance in the student's stated occupational area.

f. The teacher-coordinator selects training stations which provide occupational growth opportunities consistent with each student's capabilities, interests, objectives, and goals.

g. The teacher-coordinator provides a training session for training sponsors that covers their responsibilities in working with DCT students.

h. The teacher-coordinator develops comprehensive and current training agreements which are executed and kept on file for each DCT student.

i. A training/instructional plan is on file with the DCT program that:

(1) Lists the competencies needed for the student's career goal. The competencies indicated are documented, based on research reported in the literature; and/or

(2) Is developed by the teacher-coordinator, student, and the person (training sponsor) in the business establishment who is designated to supervise and train the DCT student during the student's on-the-job experience. The training plan will be signed by the training sponsor, student, parent, and teacher-coordinator.

(3) Identifies where the competencies are to be documented: classroom; small business enterprise; student organization; on the job; other.

3. Personnel

a. Instructional Staffing

(1) Vacancies are filled with teachers who are currently certified for cooperative education; however, if it is not possible to employ a certified instructor, the person employed a vocational license and the cooperative endorsement within the first year of his/her teaching contract.

(2) The teacher-coordinator has 2,000 hours of documented work experience in one or more vocational occupations.

(3) The teacher-coordinator is provided with extended time beyond the regular school year which is sufficient to assure accomplishment of those tasks critical to a successful DCT program.

(4) In addition to daily scheduled planning periods, the assignment of the teacher-coordinator provides the necessary time for activities critical to a successful DCT program; such as, employer evaluations, creating and implementing simulated experiences, gathering/development of resource materials, student follow-up, and student organization activities.

(5) The teacher-coordinator is provided sufficient time, a minimum of one-half hour per student per week, for coordination and supervision of DCT students placed on the job.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

(1) The DCT teacher-coordinator spends one week a year in an industry position updating his/her occupational background or in a university-sponsored program designed to update occupational background.

(2) The DCT teacher-coordinator is a member of business and community organizations that impact on vocational education.

4. Facilities

a. Specialized Classroom Characteristics [Refer to Common Standards.]

b. Specialized Rooms and Facilities

(1) Coordinator Office: total office area per teacher-coordinator is approximately 64 square feet (8 feet by 8 feet). A telephone in the office is required. The office is located near the classroom and should be adjacent. Office space provides for a private area for consultation and counseling.

(2) Model small business enterprise or other simulated environment has adjacent support facilities such as storage, clean-up, maintenance, etc.

5. Instructional Materials, Supplies, and Equipment [Refer to Common Standards.]

C. PROGRAM ASSURANCES

1. Student Evaluation

a. Minimum competency levels are identified for each activity within the occupational area.

b. Evaluation of student competencies corresponds with employment expectations.

c. Evaluation of student achievement involves the student, teacher-coordinator and, in the senior year, the training sponsor.

d. A competency record is maintained for each student and is reviewed on an ongoing basis to identify areas of weakness for special assistance.

e. On completion of the program, each student is provided with a certificate listing the competencies he/she demonstrated in the program area.

f. Each grading period, the training sponsor and teacher-coordinator evaluates the student placed on the job, based on the competencies identified on the training plan.

g. Each grading period the training sponsor and teacher-coordinator evaluate the student, based on the competencies identified on the training plan.

HEALTH OCCUPATIONS EDUCATION

All common standards and standards common to vocational programs apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Health occupations education includes instructional programs designed to provide educational experiences essential to the rendering of basic health services. Learning experiences enable individiuals to acquire knowledge, skills and attitudes necessary for employment in existing and emerging health occupations requiring less than a college degree.

2. Program of Study

a. Programs may be offered in practical nursing, dental assisting, dental lab technology, medical assisting, medical lab technology and nursing assisting.

b. Availability of adequate clinical facilities and professional faculty members is determined by the West Virginia Department of Education or the West Virginia Board of Examiners for Licensed Practical Nursing before a program in health occupations is initiated.

3. Learning Outcomes

Consideration is given in developing curriculum content identified by licensing boards, i.e., West Virginia State Board of Nurse Examiners for Practical Nursing.

4. Co-curricular Activities [Refer to Common Standards.]

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) Enrollments in programs are limited to students in grades 11 and 12 and adults.

(2) Applications to practical nursing programs must meet educational and health requirements established by the West Virginia State Board of Examiners for Licensed Practical Nurses.

(3) Students enter the clinical area following achievement of essential competencies as evaluated by the instructor in the respective health occupation.

(4) An affiliation agreement is endorsed by the school and all cooperating agencies and professional offices.

b. Time Allocation

(1) A three-period block of time (2 hours and 15 minutes) is allocated per day for 1 year in the nursing assistant program.

(2) A three-period block of time (2 hours and 15 minutes) is allocated per day for 2 years in the medical assistant, medical laboratory assistant, dental assistant and health assistant programs.

(3) Adult preparatory programs in nursing assistant, medical assistant, dental assistant and dental laboratory technology are of sufficient length to accomplish the objectives of the course as approved by the West Virginia Board of Education.

(4) Practical nursing programs are twelve months in length with a minimum of 1300 hours.

(5) Hours of theory in practical nursing are no less than 1/4 nor more than 1/2 of the total instructional time allotted for the program.

(6) A minimum of one hundred hours of clinical and/or office experience is required for health occupations programs.

2. Instructional Practices

a. Teachers provide concurrent clinical experience which correlates with related classroom theory.

b. Teachers schedule classroom laboratory time for demonstration and practice of all basic competencies.

3. Personnel

a. Instructional Staffing

(1) The maximum number of high school students in a program does not exceed twenty students per instructor.

(2) Supervised clinical experience in nursing care of patients within a hospital or nursing home does not exceed a maximum of ten students per instructor.

(3) Supervised clinical experience in private practice settings does not exceed a maximum of 2 students per physician, dentist, etc.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

Teachers recruited from business and industry meet the requirements for licensure of vocational education personnel as specified in the bulletin, Minimum Requirements for Licensure of School Personnel, 1975, as amended.

4. Facilities [Refer to Common Standards.]

5. Instructional Materials, Supplies and Equipment [Refer to Common Standards.]

C. PROGRAM ASSURANCES

1. Student Evaluation

Clinical objectives are used as a basis for evaluation of students in clinical areas.

INDUSTRIAL ARTS EDUCATION

All common standards apply to this program; standards common to vocational programs do not apply.

A. PROGRAM DEFINITION

1. Introduction

Industrial arts is a group of instructional programs that provide individuals with knowledge that: (a) pertains to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes; and (b) assists individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

2. Program of Study

a. The industrial arts program is available in grades 5 - 8.

b. The program available in grades 5 - 8 includes, but is not limited to, communications, construction, manufacturing, and transportation.

c. Elective courses in industrial arts are offered in grades 9 - 12.

d. The elective courses in grades 9 - 12 may include, but are not limited to, communications, construction, manufacturing, and transportation.

e. The program is directed towards making students aware of industry, technology, and the world of work.

f. The program deals with industry--its organization, personnel, systems, techniques, resources, and projects.

g. The program deals with technology--its evolution, utilization, and significance.

h. The program deals with the social and cultural impact of industry and technology on society.

i. The American Industrial Arts Student Association is an integral part of each program.

j. Students are provided the opportunity to participate in student organization leadership and skill development activities at the local, state, and national levels.

k. The supervision of the student organization is the responsibility of the state supervisor of industrial arts.

3. Learning Outcomes

Competencies are reviewed and modified on a regular basis.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement [Refer to Common Standards.]

b. Time Allocation

(1) Two semesters of industrial arts are required of each student in grades 5 - 8.

(2) Industrial arts is offered as an elective subject in grades 9 - 12 with each class meeting not less than five periods per week for a semester.

2. Instructional Practices

a. Students are involved with materials and tools, and/or hands-on activities 50 percent or more of the instructional time.

b. Teachers provide safety instruction prior to using hazardous equipment or materials during instructional activities.

c. Teachers, students, and visitors use personal protection devices to maximize safety.

d. State or federally approved eye protection devices are required of all persons exposed to conditions which may cause eye injury.

e. State or federally approved ear protection devices are required of all persons exposed to conditions which may cause ear damage.

f. State or federally approved respiratory protection devices are required of all persons exposed to conditions which may cause respiratory problems.

g. State or federally approved head protection devices are required of all persons exposed to conditions which may cause head injury.

h. Specially adapted personal protection devices are available for and used by students with special needs.

i. Teachers and students wear appropriate clothing when exposed to conditions which warrant such protection.

j. Personal protection devices requiring sanitation are sanitized after each use.

k. Floors and all other surfaces are kept free of waste material, grease, and obstructions.

3. Personnel

a. Instructional Staffing [Refer to Common Standards.]

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development [Refer to Common Standards.]

d. Support Staffing

(1) The industrial arts teacher identifies and utilizes people in the community to assist in achieving program goals and course objectives.

(2) Guidance services are provided to assist all students in determining their interests, aptitudes, and abilities; selecting the program that meets their career/avocational goals; and expanding their individual options.

4. Facilities

a. Specialized Classroom Characteristics

(1) Machines and tools are placed, mounted if necessary, and arranged in a safe and functional manner.

(2) Color coding schemes for safety purposes are used throughout the industrial arts laboratory.

(3) Conveniently located magnetic control switches and/or control boxes and braking devices are provided as appropriate.

(4) Lockable master switch boxes are located in each industrial arts laboratory.

(5) Machines and work stations that produce dust and fumes beyond accepted health limits are connected to an exhaust system.

(6) Floors have non-skid surfaces, with special application on machine-operator work areas.

(7) Safety zones and aisles are properly marked.

(8) A first aid kit and related emergency supplies are provided.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) All machines and power tools are provided with approved commercial guards and safety devices.

(2) Safety guards remain in place, except when the machine is disconnected for cleaning, repair, or adjustment.

C. PROGRAM ASSURANCES

1. Student Evaluation [Refer to Common Standards.]

2. Program Evaluation

The school advisory committee for industrial arts is composed of five to 15 members representing business, industry, and the community.

INDUSTRIAL AND TECHNICAL EDUCATION

All common standards and standards common to vocational programs apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Industrial and technical education is concerned with preparing persons for initial employment, or for upgrading or retraining workers in a wide range of industrial and technical occupations such as auto mechanics, welding, machine shop, electronics, building construction, and graphic arts. The instruction deals with layout, designing, producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Instruction is provided (1) in basic manipulative skills, safety, and related occupational information in mathematics, drafting, and science as required to perform successfully in the occupation, and (2) through a combination of shop or laboratory experiences simulating those found in industry and classroom learning.

Provisions are made for apprentices in apprenticeable occupations or for journeymen already engaged in an industrial or technical occupation to participate in instruction. Also included is training for service and certain semiprofessional occupations considered to be industrial and technical in nature.

2. Program of Study

   a. Industrial and technical programs are available to students in grades 11 and 12 and adults in the high schools and/or vocational technical centers in West Virginia.

   b. Students and parents are provided with information and entrance requirements for industrial and technical programs one year prior to a student's entrance into a program.

B. PROGRAM DELIVERY

1. Administrative Practices

   a. Placement [Refer to Common Standards.]

   b. Time Allocation

      (1) A program is based on three consecutive class periods per day for one (1) or two (2) years as determined by program content.

      (2) First and second year industrial and technical students are scheduled into separate blocks of instructional time.

c. Funding

Funds are provided to support a professional development staff and services to enable industrial and technical teachers to meet licensure requirements of the West Virginia Department of Education.

2. Instructional Practices [Refer to Common Standards.]

3. Personnel

a. Instructional Staffing [Refer to Common Standards.]

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

(1) A professional development staff is provided through the colleges and/or universities to enable employed industrial and technical teachers to meet and maintain licensure requirements of the West Virginia Board of Education.

(2) Teachers recruited from business and industry meet the requirements for licensure of vocational education personnel as specified in the bulletin, Minimum Requirements for Licensure of School Personnel, 1975, as amended.

4. Facilities [Refer to Common Standards.]

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies [Refer to Common Standards.]

b. Equipment

Approved safety equipment such as respirators, safety glasses, masks, safety shoes, etc., are provided to students and teachers and are used according to program safety regulations.

C. PROGRAM ASSURANCES

1. Student Evaluation [Refer to Common Standards.]

2. Program Evaluation

Program advisory committees are organized and maintained on both the local and State levels.

MARKETING AND DISTRIBUTIVE EDUCATION

All common standards and standards common to vocational programs apply to this program.

A. PROGRAM DEFINITION

1. Introduction

The mission of marketing and distributive education (MDE) is to develop competent workers in and for the major occupational areas within marketing and distribution, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities which accompany the right to engage in marketing in a free enterprise system.

Essential to the implementation of the mission of MDE are the following six fundamental premises that pertain to MDE instruction, programs, and personnel.

2. Program of Study

a. The MDE program of study is available to students at the secondary and adult levels.

b. Students at the adolescent and adult level, parents and business community are provided with information on the requirements for successful entry into the occupational areas of MDE: apparel and accessories; business and personal services marketing; entrepreneurship; financial services marketing; floristry, farm and garden supplies marketing; food marketing; general marketing; home and office products marketing; hospitality and recreation marketing; insurance marketing; real estate; transportation and travel marketing; vehicle and petroleum marketing.

c. Adolescent/high school programs integrate the fundamental principles of marketing and the society at large with the delivery of skills for employment. Students complete this phase with the skills necessary to perform the specific tasks required for immediate entry level employment in marketing.

d. Students and parents are provided with complete program information prior to a students entrance into the program.

e. Instruction is adapted to changes occurring in marketing and marketing related occupations.

3. Learning Outcomes

a. Learning outcomes for MDE programs are based on competencies identified as required for each of the occupations for positions at the entry, mid-management and supervisory levels.

b. Competencies are reviewed and modified at least every four years to reflect changing skills in business and industry.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) The students entering MDE programs have a marketing or marketing related career objective.

(2) Students are required to complete the training class(es) including a minimum number of identified competencies as a prerequisite to placement in the cooperative job placement component of the MDE program.

b. Time Allocation

(1) The MDE program is offered in a two or three year sequence.

Model A - Two Year Sequence

(a) First year of preparatory general marketing curricula offered a minimum of one period a day.

(b) Second year of in-class instruction specific to the student's occupational choice for a minimum of one period a day coordinated with three hours a day of on-the-job training (540 hours for the school year).

Model B - Two Year Sequence

(a) First year of preparatory general marketing curricula offered a minimum of one period a day.

(b) Second year of two periods a day in a specialized specific industry area (example: apparel and accessories, food marketing, etc.) coordinated with an on-the-job placement for a minimum of nine weeks equivalent to three periods a day.

Model C - Three Year

(a) First year of preparatory general marketing curricula offered a minimum of one period a day.

(b) Second year of in-class instruction specific to the student's occupational objective offered for a minimum of one period each day.

(c) Third year of in-class instruction for a minimum of two periods a day in a specialized specific industry area (example: apparel and accessories, food marketing, etc.) coordinated with an on-the-job placement for a minimum of nine weeks equivalent to three periods a day.

Model D - Three Year Sequence

(a) First Year of preparatory general marketing curricula offered a minimum of one period a day.

(b) Second year of in-class instruction specific to the student's occupational objective offered for a minimum of one period each day.

(c) Second year of in-class instruction specific to the student's occupational choice for a minimum of one period a day coordinated with three hours a day of on-the-job training (540 hours for the school year).

(2) The amount of time the MDE student spends on the job is realistically appraised to insure time to master the other subjects in which they are enrolled.

c. Funding

(1) Funds are allocated specifically for the MDE program.

(2) Teacher-coordinators are notified at the beginning of each year of operating budgets and adjustments as they occur.

(3) Funds are available to enable MDE teacher-coordinator to operate adult programs.

2. Instructional Practice

a. Each student in the cooperative component has an individualized training plan specifying competencies to be learned on the job, in the classroom, laboratory or student organization.

b. On-the-job training includes a planned sequence of activities and learning experiences.

c. Training stations are selected which provide occupational growth opportunities consistent with each student's capabilities, interests, objectives and goals.

d. Comprehensive and current training agreements and training plans are executed and kept on file for each MDE student.

e. A training/instructional plan is developed by the teacher-coordinator, student, parent and the person (training sponsor) in the business establishment who is designated to supervise and train the MDE student during the student's on-the-job experience. The training plan is to be signed by the training sponsor, student, teacher-coordinator, and school official and lists the competencies needed for the students career goal.

f. The training plan identifies where the competencies are to be demonstrated: in the classroom, small business enterprise, student organization, on-the-job, school laboratory, other.

g. The course syllabus is on file and indicates that the program offers instruction in marketing, marketing skills, basic skills to include communications, math skills, economics, employment process skills, entrepreneurship, and product service technology skills.

h. Individualized instructional material and an individualized plan are available to each student and written evidence indicates that students are using the material.

i. The teacher-coordinator makes a minimum of nine visitations a year to employers of MDE students.

j. The teacher-coordinator responsible for related classroom instruction coordinates students' on-the-job instruction.

3. Personnel

a. Instructional Staffing

(1) The teacher-coordinator has technical preparation in marketing and such related fields as accounting, management, finance, retailing, wholesaling, advertising, business law, personnel management, microcomputers, and entrepreneurship or small business ownership.

(2) The teacher-coordinator has 2000 hours of documented marketing related occupational experience.

(3) The teacher-coordinator is provided with extended employment beyond the regular school year which is sufficient to assure accomplishment of those tasks critical to a successful MDE program.

(4) The daily load assignment of the teacher-coordinator allows for the necessary time to provide for activities critical to a successful MDE program such as employers' evaluations, creating and implementing simulated experiences, gathering/ development of resource materials, student follow-up and DECA activities.

(5) The MDE instructor has a minimum of one full class period for planning per school day, in addition to coordination time and related class schedule.

(6) Coordination time is scheduled in full class period units at the rate of 1/2 hour, per week, per each student placed on the job.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

(1) The MDE teacher-coordinator spends 2 weeks per year in an industry position updating his/her occupational background, or in an approved university sponsored program.

(2) The MDE teacher-coordinator participates in business and community activities which impact on marketing.

4. Facilities

a. Specialized Classroom Characteristics

Facilities are sufficient for related and simulated MDE activities.

b. Specialized Rooms and Facilities

(1) Coordinators Office: Total office area per teacher-coordinator is approximately 64 square feet (8 feet by 8 ft.). A telephone in the office is required. Office is located near classroom and should be adjacent. Office space provides for a private area for consultation and counseling.

(2) Model small business enterprise or other simulated environment has adjacent support facilities such as storage, clean-up, maintenance, etc.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Materials and supplies are replaced and/or updated as necessary and reflect that being used in marketing and marketing related occupations in the community.

(2) Instructional materials are provided for simulated occupational experiences and similar to those used in the marketing and marketing related occupations.

C. PROGRAM ASSURANCES

1. Student Evaluation

a. Minimum competency levels as reflected by national research are identified for each activity within the occupational area.

b. Evaluation of student competencies is congruent with employment expectations.

c. Evaluation of student achievement involves the student, teacher-coordinator and, when appropriate, the training sponsor.

d. A competency record is maintained for each student and is reviewed on an ongoing basis to identify areas of weakness for special assistance.

e. Upon completion of the program, each student is provided with a certificate listing the competencies he/she demonstrated in the program area.

f. Each grading period the training sponsor and teacher-coordinator evaluate the student placed on the job based on the competencies identified on the training plan.

g. Time is provided in the student's schedule to identify, develop and evaluate competencies achieved through projects and/or simulated occupational experiences.

h. Training station sponsors have been provided sufficient information for the evaluation of the student employed under the cooperative plan.

i The training sponsor is involved in the evaluation of students employed by that firm and/or students assigned to that business for special projects.

OCCUPATIONAL HOME ECONOMICS

All common standards and standards common to vocational programs apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Occupational home economics programs are designed to prepare students for employment in occupations utilizing the knowledge and skills in one or more of the areas related to home economics. The programs prepare persons for employment at entry or advanced levels as well as assist in the updating of skills or retraining those already in the labor force. Jobs that relate to home economics are basically those that produce services. However, some jobs involve the production and the distribution of goods.

2. Program of Study

a. Program offerings include child care services, fashion management, production and services, food production, management and services, furnishings and interior services, management services, hospitality services as well as interdisciplinary programs such as home-based employment and care services.

b. Occupational home economics is available to students in grades 11 and 12 and adults.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement [Refer to Common Standards.]

b. Time allocations

(1) A regular program is based on two (2) consecutive class periods per day for one (1) or two (2) years as determined by program content.

(2) Modified short-term programs are offered to meet specific local needs.

2. Instructional Practices [Refer to Common Standards.]

3. Personnel

a. Instructional Staffing

Occupational home economics teachers have a specialized endorsement in their occupational area.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

Policies are established which insure that persons outside the program using the equipment are properly trained.

d. Support Staffing

(1) Teacher aides or paraprofessionals are provided for child care service programs when young children are present.

(2) An aide is provided for food service programs.

4. Facilities

a. Specialized Classroom Characteristics [Refer to Common Standards.]

b. Specialized Rooms and Facilities [Refer to Common Standards.]

c. Classroom/School Accessibility

For occupational child care programs, a safe loading and unloading area for small children is provided.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies [Refer to Common Standards.]

b. Equipment

(1) The instructor has access to appropriate microcomputer systems for student record keeping.

(2) The students have access to appropriate microcomputer systems.

C. PROGRAM ASSURANCES

1. Student Evaluation [Refer to Common Standards.]

2. Program Evaluation

The occupational home economics advisory committee is composed of 3-15 members representing the occupation for which students are being trained.

PREVOCATIONAL EXPLORATION

All common standards and standards common to vocational programs apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Prevocational exploration is an educational process that enables youth to make more informed, realistic occupational choices. It is based upon concepts which should be learned by the student prior to the preparation for a career. The process uses "hands-on" experiences to illustrate abstract symbols and concepts related to self, education, and careers. The program capitalizes on prior career education experiences and contributes as much as possible to opportunities at the high school or postsecondary school levels.

Prevocational exploration focuses on "trying-out" one's interest in life through actual or simulated activities. The experiential base is broadened during the exploratory phase while the informational base concerning more specific careers is also being heightened.

2. Program of Study

a. The program of study provides for two instructional levels--Level I and Level II.

   (1) Level I programs for students in grade 9 provide a general overview of occupations and "hands-on" experiences in 16 different occupational clusters.

   (2) Level II programs give students the opportunity to study selected occupational clusters in depth.

b. The program provides instruction in four laboratory settings with a guidance component.

c. The program allows students to rotate through the four laboratory settings and the guidance component.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

Eligible exceptional students may enter a prevocational readiness program prior to the ninth grade depending upon need, as expressed in the individualized education program, provided they have reached the age of 14.

b. Time Allocation

(1) The program allows students to spend 9 weeks, 1 period per day, 4 days per week in each laboratory setting.

(2) The program allows students to spend 9 weeks, 1 period per day, 1 day per week in the guidance component.

(3) The program allows students to rotate through the four laboratory settings and the guidance component in 180 days.

2. Instructional Practices [Refer to Common Standards.]

3. Personnel

a. Instructional Staffing [Refer to Common Standards.]

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development [Refer to Common Standards.]

d. Support Staffing [Refer to Common Standards.]

4. Facilities [Refer to Common Standards and see Guide for Establishing Programs for Prevocational Exploration.]

5. Instructional Materials, Supplies and Equipment [Refer to Common Standards.]

C. PROGRAM ASSURANCES [Refer to Common Standards.]

VOCATIONAL AGRICULTURE/AGRIBUSINESS

All common standards and standards common to vocational programs apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Vocational agriculture/agribusiness programs are designed for persons who expect to farm on a full or part-time basis or to follow an off farm occupation in which agricultural competencies are required. Vocational agriculture is a continuing program of instruction planned in accordance with availability of jobs in the area plus the needs of the local community.

2. Program of Study

a. Programs are available to students (grades 9-12), out-of-school youth and adults who wish vocational training for entry into agriculture/agribusiness.

b. Programs may be conducted in production agriculture, horticulture produce, conservation - forestry, agricultural sales and service, ornamental horticulture, agricultural machinery service occupations and animal processing.

c. Programs are available to employed youth and adults who need vocational training in agriculture to upgrade their occupational competencies.

d. Upon completion of the adolescent/high school vocational agriculture/agribusiness program, the student will have earned, saved and invested enough money and will have acquired the essential knowledge, skills and attitudes to:

(1) enter and succeed in full-or part-time farming, or

(2) enter and succeed in an off farm agricultural occupation, or

(3) enter and succeed in an agricultural college or technical school

e. Young and adult agriculturalist programs exist to impart or upgrade occupational competencies for out-of-school youth and adults.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) Diagnostic tests and screening procedures administered by the county and state are used to determine a potential student's mental and physical ability to perform in a particular vocational agriculture/agribusiness program.

(2) Students are selected on the basis of interest, aptitude and ability as reflected by school records and pre/enrollment counseling.

(3) Vocational agriculture/agribusiness personnel are provided with detailed information on special services which must be provided to exceptional students.

(4) Transportation is provided to students for all planned off-campus educational activities.

b. Time Allocation

(1) A production agriculture program contains the following minimum periods (45 minutes minimum) of instructional time: vo-ag I - 180 periods; vo-ag II - 180 periods; vo-ag III - 180 periods; vo-ag IV - 180 periods; Advanced ag-mechanics - 180 periods - TOTAL 900 periods

In addition to the specified 900 periods, each student is required to conduct a supervised occupational experience program under the supervision of the teacher.

From 25-50 percent of the instructional time is to be spent on agricultural mechanics.

(2) The specialized areas of curriculum in agriculture must contain the following minimum hours of instructional time in addition to 180 periods of vo-ag I: horticulture produce - 720; conservation forestry - 720; agricultural machinery service occupations - 720; agricultural sales and services - 720; animal processing - 720; ornamental horticulture - 720.

In addition to the specified 900 periods each student is required to conduct a supervised occupational experience program under the supervision of the teacher.

(3) Young and adult agriculturalist classes are scheduled for 1½ to 3 hours each session. (The time devoted to instruction will vary according to topic and student needs).

c. Funding

The instructional program is supported by an annual county board approved budget. The budget gives consideration to: (1) program needs; (2) the number of students enrolled; (3) staff compensation (4) facility operation and maintenance; and (5) replacement of equipment, tools, and machines.

2. Instructional Practices

a. The teacher provides the necessary balance of class time, laboratory work, field trips and occupational experiences to adequately prepare students for employment or advanced educational programs.

b. Teachers engage students in supervised occupational experience programs that are related to their occupational objective and are appropriate for their interests, abilities, and opportunities.

c. The teacher assists in the development of appropriate agreements and plans to assure successful occupational experience programs.

d. The teacher provides effective coordination, supervision and occupational guidance to students engaged in occupational experience programs.

e. The teacher and cooperating employer provide instructional supervision for students engaged in placement and cooperative occupational experience programs.

f. Vocational agriculture/agribusiness teachers visit prospective adolescent/high school students and their parents to make them aware of program objectives.

g. Community resources are identified and utilized to enhance the quality of the instructional program.

3. Personnel

a. Instructional Staffing

(1) The maximum supervision ratio for students' supervised occupational experience programs does not exceed sixty-to-one.

(2) Teachers are employed on twelve-month contracts to provide for continuous education and supervision of students' supervised occupational experience programs during summer months.

(3) The maximum assignment per instructor is 25 hours of classroom instructional time, and a minimum five hours of

teacher preparation and ten hours of advising and supervision per week. In instances where the teacher is involved one-half day with adults the maximum assignment of classroom instructional time per week is 15 hours.

b. Supervisory/Administrative Staffing

c. Professional Development

Teachers visit local agricultural industries and attend seminars and workshops on a regular basis to keep abreast of employment trends and new skills required by modern agriculture.

d. Support Staffing

The vocational agriculture/agribusiness teacher has access to adequate secretarial and clerical services.

4. Facilities [Refer to Common Standards.]

5. Instructional Materials, Supplies, and Equipment

a. Materials and Supplies

(1) Approved safety equipment such as respirators, safety glasses, masks, etc., are provided to all students and instructors and are used according to safety regulations.

(2) Modern and technically accurate instructional and reference materials are utilized in the instructional program. Students have access to current trade journals and other agricultural publications.

C. PROGRAM ASSURANCES

1. Student Evaluation

a. Students maintain appropriate occupational experience program records.

b. Students receive (school) credit for successful completion of supervised occupational experience programs.

STANDARDS COMMON TO EXCEPTIONAL STUDENT PROGRAMS

Note:

1. Common Standards apply to all programs for exceptional students.

2. The Regulations for the Education of Exceptional Students are incorporated into these Standards by reference.

A. PROGRAM DEFINITION

1. Introduction

   a. Specific to each program area.

2. Program of Study

   a. Eligibility Criteria

      Eligibility criteria for special education services are met within the areas of behavior disorders, communication disorders, deaf-blind, gifted, hearing impaired, educable mentally retarded, trainable mentally retarded, profoundly mentally retarded, physically handicapped, preschool handicapped, specific learning disabilities or visually impaired as specified in the Regulations for the Education of Exceptional Students.

   b. As new programs are approved by the West Virginia Board of Education eligibility requirements will be developed.

3. Learning Outcomes

   a. The learning outcomes for each eligible exceptional student are determined in the Individualized Education Program (IEP) which serves as the central educational document for the exceptional student. The essential components are current levels of performance, objectives, anticipated duration of service and criteria for mastery.

   b. The Individualized Education Program (IEP) includes the schedule of services provided through regular education, vocational education, and special education and related services.

   c. Additional components are specific to each program area.

4. Co-Curricular Activities

   a. Handicapped individuals are afforded the opportunity to participate in a broad range of nonacademic and extra-curricular activities.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement in Least Restrictive Alternative.

1) The county school system assesses and places students in accordance with the Regulations for the Education of Exceptional Students.

2) The eligible exceptional student receiving special education and related services is served by the following delivery method alternatives as defined by the Regulations for the Education of Exceptional Students: (a) regular education program with supportive services, (b) regular education program with resource services, (c) special education program: self-contained, (d) special education program: out-of-school environment, and (e) special education program: special school/residential facility.

3) The maximum caseload permitted for the service delivery alternatives of regular education with resource services and special education - self-contained is determined by the most restrictive caseload as defined within the Regulations for the Education of Exceptional Students.

4) Placement of an eligible exceptional student in a continuum service configuration is in accordance with the least restrictive alternative placement principle.

5) Eligible exceptional students are assigned to special education programs in accordance with requirements specific to each program area.

6) Special education programs are provided in classrooms that are not segregated or situated outside the regular education facility and all classrooms for exceptional students must be comparable to those housing nonexceptional students. When the severity of a student's handicap requires, special education can be provided in a specialized facility.

7) Adequate evaluation personnel are available to conduct the necessary screenings and evaluations of exceptional students. Teachers are not removed from instructional activities to conduct screenings and/or evaluations.

b. Time Allocation

1) Reduction in the minimum length of the instructional day for an eligible exceptional student is made on an individual basis in accordance with state board of education policy 2441, Length of Instructional Day.

2) The length of time in which each eligible exceptional student is engaged in academic activities will be dictated by (a) the objectives delineated within the individualized education program and (b) the time required to attain the

objectives, as determined by the placement advisory committee members.

c. Funding

1) Adequate funds are provided to assure an adequate and appropriate educational program for eligible exceptional students.

2. Instructional Practices

a. Eligible exceptional students have the opportunity to receive the required credits for graduation as stated within the IEP.

b. Instructional practices are specific to each program area.

3. Personnel

a. Instructional Staffing (Refer to Common Standards)

b. Supervisory/Administrative Staffing (Refer to Common Standards)

c. Professional Development (Refer to Common Standards)

d. Support Staffing

Professional support staff and instructional and transportation aides are provided as determined by individualized education programs and in accordance with caseload requirements.

4. Facilities

a. Specialized Classroom Characteristics (Refer to Common Standards)

b. Specialized Rooms and Facilities

Requirements are specific to program areas

c. Classroom/School Accessibility

1) Classrooms serving eligible exceptional students are located in close proximity to classrooms of age equivalent peers.

2) Classrooms serving eligible exceptional students are in compliance, as necessary, with the requirements of The Rehabilitation Act of 1973, Section 504; the Regulations For The Education of Exceptional Students; and other applicable state board of education policies.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies.

1) Each local education agency provides and makes available for each classroom serving eligible exceptional students all

equipment, materials and supplies necessary to meet requirements specified in the individualized education programs.

2) Specialized materials, supplies and equipment are specific to program areas.

b. Equipment

C. PROGRAM ASSURANCES

1. Student Evaluation

a. Provisions are made for a multidisciplinary assessment at least every three (3) years for each eligible exceptional student for planning a comprehensive, educational program.

b. Each special education teacher has a comprehensive and continuous system to assess and monitor on an annual basis student progress toward achieving the learning outcomes specified in the student's Individualized Education Program.

c. The local education agency uses data from both formal and informal assessment to provide feedback to students and parents relative to student achievement of the learning outcomes specified in the student's Individualized Education Program.

2. Program Evaluation

a. The local education agency is responsible for the implementation of an ongoing quality assurance program which enables special educators to assess and improve the effectiveness of services provided to eligible exceptional students.

b. Program evaluation is conducted in accordance with the provisions of P.L. 94-142, West Virginia Regulations for the Education of Exceptional Students, and other appropriate policies approved by the state board of education. Program evaluation includes both comprehensive and administrative monitoring.

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

A student who demonstates behavior disorders is one whose manifest behavior has a deleterious effect on his personal or educational development and/or the personal or educational development of others. Negative effects vary considerably from one child to another in terms of severity and prognosis. These behaviors appear separately or in combination and are exhibited in the form of acting out behaviors, withdrawing behaviors, defensive behaviors, and/or disorganized behaviors.

2. Program of Study

a. The goal of a behavior disorders program is to provide the instruction and assistance necessary to enable the student to progress developmentally through the approved programs of study.

b. The behavior disorders program includes three (3) major components: behavior management, affective education and academic instruction.

c. The program provides an environment that modifies or controls behavior problems, enhances the student's feelings of self-worth and develops the student's self-control so that appropriate learning can occur.

3. Learning Outcomes

a. Children identified as being behaviorally disordered are generally capable of achieving the learning outcomes necessary to complete the required credits for graduation.

b. The Individualized Education Program addresses the learning outcomes as they relate to affective behavior; regular education content areas; work experience; daily living skills; career education; anticipated duration; criteria for mastery; prevocational and vocational skills; adjustment in the transition process back into the regular program; a plan by which the student has the opportunity to complete the required coursework for graduation; and communication skills.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement in the Least Restrictive Alternative

(1) The regular education program with support service alternative is only to be used to ease the transition from other delivery models (i.e., out-of-school or special school) or for crisis intervention.

(2) Due to the unique educational needs of the autistic or autistic-like student, it is not appropriate to integrate these students with other exceptional students.

2. Instructional Practices

a. Teachers use a varied multidisciplinary approach. Such an approach includes a variety of methodologies such as group therapy, art therapy, music therapy, dance therapy, bibliotherapy, parent/family counseling, classroom group sessions, behavior management programs, token economies, relaxation therapy, psychiatric consultation, communication exercises, prevocational skill training, vocational training and placement exercises for work.

b. The teacher of behavior disordered students in a resource room assigns the grades for the subjects/content areas taught in the resource program.

3. Personnel

a. Instructional Staffing

(1) Teacher caseload is determined in accordance with the following:

(a) Regular Education Program with Support Service:

No more than twenty (20) students to one teacher providing support services.

(b) Regular Education Program with Resource Services:

1) No more than ten (10) individuals to a resource teacher with a limit of five (5) individuals during any one instructional period.

2) The chronological age span within a resource room is not to exceed four(4) years.

(c) Special Education Program - Self-contained:

1) No more than eight (8) students to a teacher of a self-contained program with a full-time aide.

2) The chronological age span within a self-contained classroom is not to exceed three (3) years.

3) No more than four(4) autistic or autistic-like students to the teacher of a self-contained program with a full-time aide.

(2) Teachers serving autistic or autistic-like students are certified in the area of behavior disorders and have documentation of coursework in training programs and/or successful work experience that addresses the education of autistic or autistic-like students.

b. Supervisory/Administrative Staffing (Refer to Common Standards)

c. Professional Development

d. Support Staffing

(1) Professional support staff such as: psychiatrists (specializing in child/adolescent psychiatry); clinical psychologists; school psychologists; play, dance, art and music therapists; crisis interventionists; alcohol/drug specialists; child care workers; social workers; nurses; and counselors are provided as needed.

(2) Support staff includes a group worker/counselor/crisis interventionist who has continual access to the students.

4. Facilities (Refer to Common Standards)

5. Instructional Materials, Supplies and Equipment (Refer to Common Standards)

C. PROGRAM ASSURANCES (Refer to Common Standards)

COMMUNICATIONS DISORDERS
(SPEECH-LANGUAGE IMPAIRED EDUCATION)

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

The speech-language program in the schools is defined as a special education program area for students whose primary handicapping condition is a communication disorder. For those students whose primary handicapping condition is other than a communication disorder, and who also evidence impairments in speech and language, the provision of speech and languages programs and services is considered a related service.

a. Speech-Language Programs means the activities, procedures, materials, services, and clinical-instructional management required by students with communication disorders and provided by speech-language pathologists.

b. Communication Disorders is the inclusive term denoting impairments in language, voice, fluency, or articulation which adversely affects a student's communication skills, educational performance, psycho-social adjustment, or vocational/career potential.

1) "Language impairment" means the deviant or delayed development, or loss following development, of the ability to comprehend, produce, or use language. The impairment may involve (1) the form of language (phonologic, morphologic and syntactic systems), (2) the content of language (semantic system) and (3) the function of language in communication (pragmatic system).

2) "Voice impairment" means the abnormal production of voice characterized by defective vocal quality, pitch or loudness resulting from pathological conditions, psychogenic factors, or inappropriate use of the vocal mechanism.

3) "Fluency impairment" means disruptions in the normal flow of speech that occur frequently or are markedly noticeable and are characterized by any of the following: repetitions or prolongations of sounds or syllables, blocks, hesitations, revisions, incomplete phrases, avoidance behavior, or ancillary movements indicative of stress or struggle.

4) "Articulation impairment" means the abnormal production of phonemes (classes or speech sounds) resulting from factors such as faulty learning, neuromotor impairment, sensory deficits, anatomical deficiencies, or developmental lag.

2. Program of Study

a. The specific goals of the speech and language programs are to:

1) Identify children with speech-language-hearing impairments,

2) Assess and diagnose specific speech and language impairments,

3) Refer students for medical or other professional attention necessary for the clinical-instructional management of speech or language impairments,

4) Provide clinical-instructional services to students with speech-language impairments,

5) Provide indirect and consultative services to parents, teachers, administrators, other professionals, and support personnel,

6) Provide a communication development program in the schools to promote the acquisition of adequate speech and language skills in all students.

b. Communication abilities occur along a continuum from adequate at one extreme to severely inadequate at the other; from minor developmental delays through more significant deviations to disorders that demand intensive clinical-instructional management.

c. Speech-language programs provide a continuum of comprehensive instructional and clinical services to meet the varying needs of all students. To provide a continuum of services, speech and language programs are to include:

1) An Intensive Management Component for Students With Severe Communication Disorders:

a) Speech and language programs provide a well defined component to serve students with severe "communication disorders."

b) The management component for students with severe communication disorders provides for direct intensive clinical-instructional services.

c) Students with communication disorders for whom this component is appropriate typically include those with: severe delay in language acquisition; severe disability in the comprehension, integration or use of language; organically based articulation disorders; articulation disorders of unspecified etiology significantly affecting intelligibility; severe disfluency; severe or chronic voice disorders; speech and language problems related to moderate to severe hearing impairment; and multiple speech and language impairments.

2) A Flexible Management Component for Serving Students With Moderate to Mild Communication Disorders:

a) Speech and language programs provide a flexible management component for serving students with moderate to mild communication disorders.

b) The component provides for (1) direct services to students on a less intensive or short term intensive basis, as appropriate, and (2) indirect services to insure the transfer, stabilization and maintenance of new skills and behaviors to other environments.

c) The component complements the intensive management components and provides services to students with disorders such as: moderate delay in language skills usually associated with experiential or other factors; identifiable voice deviations (often transitory); some nonmaturational misarticulations that may not interfere with intelligibility, but may result in self-conscious reactions as a result of teacher, parent, or peer response; moderate residual verbal differences remaining after treatment in the intensive management component for students with severe communication disorders and requiring minimal supervision for maintenance and stabilization of new behavior; general language and speech retardation as a concomitant of significantly depressed intellectual ability or other constraints such as physiological deficits.

3) Developmental Needs Component:

a) Speech and language programs include a developmental needs component which provides for identification and follow-up services to students having mild to minimal maturational delays who would not meet the eligibility criteria for inclusion in the speech and language program. The component provides for: (1) the speech and language staff to work with school personnel and parents to create an awareness of those factors that prevent communication disorders and contribute to the development of communication competencies in students; (2) the speech and language staff to work with curriculum specialists and teachers to implement sequenced curricular activities that contribute to the development of positive communication attitudes and skills; (3) staff to effect ongoing consultation and/or demonstrations for teachers to teach the concepts and techniques involved in working with students on communication skill development; and (4) staff to work with school personnel in understanding, appreciating and programming to accommodate for students with communication differences which result from different ethnic or cultural-linguistic patterns.

3. Learning Outcomes

a. The learning outcomes for students with communication disorders are to be developed to meet each student's communicative needs as identified in the speech-language diagnostic assessment.

b. Factors which influence the selection of learning outcomes include: (1) nature and severity of the communication disorder; (2) abilities of the student, including developmental and cognitive levels of functioning; (3) associated disabilities (e.g., mental retardation, hearing impairments, specific learning disabilities, physical handicaps, etc.); (4) provision of other programs and services; (5) student's prognosis; and (6) the program's clinical-instructional philosophy and associated strategies, procedures and methodologies.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

1) The Placement Advisory Committee considers the relation between a mentally handicapped individual's linguistic performance (comprehension, production and use of phonology, morphology, syntax and semantics) and his/her nonverbal mental age or cognitive stage of development prior to the development of speech and language goals and objectives and placement in a speech-language pathology program.

2) In the development of the Individualized Education Program, the placement advisory committee considers placement in a speech-language pathology program emphasizing alternative modes or methods of communication for individuals who are unable to learn speech and language through conventional approaches. Typically, this program involves the development of an augmentative/nonvocal communication system for nonspeaking students.

b. Scheduling

1) The number of schools assigned to an itinerant speech-language pathologist is not to exceed four (4).

2) Scheduling of service time to schools in an itinerant program is to be on a continuous basis (as opposed to block scheduling) to insure no undue delay in students receiving speech and language programs and services.

3) No more than four (4) students are to be scheduled in any one group instructional session.

4) The chronological age span is not to exceed four (4) years during any one instructional period in a speech and language program.

c. Time Allocation

1) The amount of instructional time scheduled for students with communication disorders shall be in direct accordance with each student's needs.

2) Students with severe communication disorders are to receive no fewer than four (4) instructional sessions per week unless specifically contra-indicated in the student's Individualized Education Program.

3) Students with moderate-to-mild communication disorders are to receive no fewer than two (2) instructional sessions per week and are to receive more intensive instruction if indicated in a student's Individualized Education Program.

4) The length of instructional sessions are not to be less than 30 minutes.

2. Instructional Practices

a. Speech-language pathologists use clinical-instructional practices based upon a definitive rationale and appropriate for meeting the communication needs of students as identified in a speech-language diagnostic assessment.

b. Speech-language pathologists review clinical instructional practices periodically to determine the efficiency and effectiveness of procedures.

c. Speech-language pathologists modify clinical instructional practices to meet the unique and changing needs of students with communication disorders.

d. Speech-language pathologists review clinical instructional procedures periodically against a standard of "best practice" as determined by "state of the art" information.

e. Speech-language pathologists have and use a severity rating scale system for determining the severity of a student's communication disorder and assessing progress.

f. The speech-language pathologist uses various methodologies in order to develop communication skills in nonspeaking students. These methodologies include a variety of symbol systems and technological devices for developing a student's communication system to the fullest extent possible.

3. Personnel

   a. Instructional Staffing

      1) The Speech-language pathologists caseload is determined in accordance with the following:

         a) In no instance is the maximum caseload for a speech-language pathologist providing services in a regular education program with support services, or resource services to exceed 35 students.

         b) The maximum caseload for a self-contained program is to be determined on an individual basis upon application to the State Department of Education and program approval.

      2) The speech-language pathologist is part of the professional team of the school with the responsibility of working with the county director of special education, principals, administrators, teachers, health professionals and parents in developing intervention programs for children with communication disorders.

      3) Specialists are responsible for planning, implementing, managing and evaluating a continuum of speech-language services for the school system.

4. Facilities (Refer to Common Standards)

5. Instructional Materials, Supplies and Equipment (Refer to Common Standards)

C. PROGRAM ASSURANCES (Refer to Common Standards)

DEAF/BLIND EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Deaf/blind means those students who have auditory and visual handicaps, the combination of which cause such severe educational problems that they cannot be properly accommodated in special education programs solely for the hearing impaired student or for the visually impaired student. The educational needs of deaf-blind students vary greatly, because these students have varying degrees of visual and auditory impairment. Some of the students have additional impairments, such as physical disorders, which require specific educational or medical intervention. However, it should not be assumed that all deaf/blind students function at low levels. These students can overcome their sensory limitations and lead productive lives. Probably the most important need for these students is a means of communication.

2. Program of Study

a. Deaf/blind students are taught to use a communication system effectively, because so many areas of development depend on the ability to send and receive signals about the environment.

b. The needs of deaf/blind resemble those of other students. Development must be encouraged in cognitive, motor, and self-help areas.

B. PROGRAM DELIVERY

1. Administrative Practices

2. Instructional Practices

a. Deaf/blind students are urged to use all of their senses to interact with the environment.

b. The methods used in instruction are similar to those used with other students.

c. Instructional practices include self-help skills, fine and gross motor skills, pre-vocational and vocational skills, parent training, extracurricular activities, affective skills development, daily living skills, and language and communication skills.

3. Personnel

a. Instructional Staffing

1) Teacher caseload is determined in accordance with the following:

a) Regular Education Program with Resource Services:

(1) No more than six (6) students to one (1) teacher with an aide.

(2) The chronological age span during any instructional period is not to exceed four (4) years.

b) Special Education Program - Self-contained:

(1) No more than three (3) students to one (1) teacher with an aide.

(2) The chronological age span is not to exceed four (4) years.

b. Supervisory/Administrative Staffing (Refer to Common Standards)

c. Professional Development (Refer to Common Standards)

d. Support Staffing

1) Professional staff such as: physical therapist; occupational therapist; speech/language pathologist; audiologist; low vision specialist; behavior specialist; counselor; psychologist; school nurse; consulting physician; orthopedist; neurologist; psychiatrist; parapatologist; and dietician or nutrition specialist are provided as needed.

2) Additional paraprofessional staff include child care workers and social living instructors.

C. PROGRAM ASSURANCES (Refer to Common Standards)

EDUCABLE MENTALLY HANDICAPPED EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Mental handicap refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

GENERAL INTELLECTUAL FUNCTIONING is defined as the results obtained by assessment with one or more of the individually administered general intelligence tests developed for that purpose.

SIGNIFICANTLY SUBAVERAGE is defined as intelligence quotient (IQ) more than two standards deviations below the mean for the test.

ADAPTIVE BEHAVIOR is defined as the effectiveness or degree with which an individual meets the standards of personal independence and social responsibility expected for his/her age and cultural group.

DEVELOPMENTAL PERIOD is defined as the period of time between birth and the 18th birthday.

Functionally, the term educable mentally handicapped refers to those persons characterized by a level of mental development impaired to the extent that the student requires special education services, but is able to function independently in society.

2. Program of Study

a. The program places emphasis on the teaching of skills and concepts that are functional, age appropriate and considered to be necessary for performance in out-of-school environments.

b. Programs for the mentally handicapped include learning outcomes encompassing skills which enhance their ability to effectively interact with objects, events, and people across environments.

c. Students, because of their mental handicap do not learn at a rate commensurate with their chronological age peers. They differ greatly on a variety of instructional dimensions, thereby requiring instruction in sequence and systematically presented.

d. A full continuum of programs is available at all instructional levels.

3. Learning Outcomes

Factors which influence the selection of learning outcomes for educable mentally handicapped students are: the ability of the student; the nature and severity of the handicap; the instructional strategies and techniques; and the provision of related services, materials, equipment and resources.

B. PROGRAM DELIVERY

1. Administrative Practices (Refer to Common Standards)

2. Instructional Practices

   a. Instruction is systematically presented without too much reliance on incidential learning.

   b. The instruction is programmed in sequence and presented in a manner so the student learns at a rate commensurate with his/her development.

   c. The teacher uses principles to facilitate the learning process such as: 1) sufficient repetition of tasks is provided to accommodate acquisition; 2) provision for generalization or transfer of knowledge from one situation to another; 3) tasks are brief and sequentially presented; 4) motivation of students; and 5) the application of learning tasks to objects, problems, and situations familiar to the student.

3. Personnel

   a. Instructional Staffing

      1. Teacher caseload is determined in accordance with the following:

         a) Special Education Program - Self-contained:

            (1) No more than ten (10) students to a teacher of a self-contained class without a full-time aide.

            (2) No more than twelve (12) students to a teacher of a self-contained class with a full-time aide.

            (3) Age span is not to exceed four (4) years.

         b) Regular Education Program with Resource Sevices:

            (1) Early/Middle Childhood Education (K-8)

               (a) No more than fifteen (15) students to a resource teacher with a limit of eight (8) during any one instructional period.

               (b) Age span is not to exceed four (4) years.

            (2) Adolescent Education (9-12)

(a) No more than twenty (20) students to a resource teacher with a limit of ten (10) during any one instructional period.

(b) Age span is not to exceed four (4) years.

4. Facilities

a. Specialized Classroom Characteristics

For educable mentally handicapped students who possess sensory and/or physical impairments, specialized classrooms are provided in accordance with those program areas.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

1) The classroom is furnished with equipment allowing for multi-sensory instruction that is age appropriate.

2) The classroom is furnished with materials and supplies based on the individual functioning and interest levels of the student leading to mastery of the learning outcomes outlined in the Individualized Education Program.

C. PROGRAM ASSURANCES (Refer to Common Standards)

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Mental handicap refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

GENERAL INTELLECTUAL FUNCTIONING is defined as the results obtained by assessment with one or more of the individually administered general intelligence tests developed for that purpose.

SIGNIFICANTLY SUBAVERAGE is defined as intelligence quotient (IQ) more than two standard deviations below the mean for the test.

ADAPTIVE BEHAVIOR is defined as the effectiveness or degree with which an individual meets the standards of personal independence and social responsibility expected for his/her age and cultural group.

DEVELOPMENTAL PERIOD is defined as the period of time between birth and the 18th birthday.

Functionally, the term trainable mentally handicapped refers to those students characterized by a level of mental development impaired to the extent that the student is unable to benefit from the standard school program, requires special services, and may function semi-independently in society.

2. Program of Study

a. The program places emphasis on the teaching of skills and concepts that are functional, age-appropriate, and considered to be necessary for performance in out-of-school environments. To accomplish this a full continuum of programs is to be available at all instructional levels.

b. Programs for the mentally handicapped include learning outcomes encompassing skills which enhance their ability to effectively interact with objects, events, and people across environments.

c. Students, because of their mental handicap, do not learn at a rate commensurate with their chronological age peers. They differ greatly on a variety of instructional dimensions, thereby requiring teachers to provide instruction which is programmed in sequence and systematically presented.

3. Learning Outcomes

a. The following factors influence the selection of learning outcomes for trainable mentally handicapped students: sensory and motor impairments of the individual; the student's present skill repertoire; the age appropriateness of the skill; the social acceptability of the skill; and the functionality of the skill being taught.

b. The Individualized Education Programs (IEPs) for trainable mentally handicapped students address the following goal areas: 1) motor (gross, sensory, perceptual), 2) self-help, 3) language, communication, 4) functional academics, 5) socialization, 6) daily living skills, 7) career/vocational education, 8) medical concerns/intervention strategies (i.e., medication, seizures, limits on physical activity - special precautions, special diets/foods, chronic illness and special health problems), and 9) physical therapy and/or occupational therapy when the need is indicated by an evaluation(s) by a physical therapist and/or occupational therapist.

c. Therapy prescriptions/referrals shall be included as part of the Individualized Educational Program.

B. PROGRAM DELIVERY

1. Administrative Practices (Refer to Common Standards)

2. Instructional Practices

a. Trainable mentally handicapped students are different from non-handicapped and educable mentally handicapped students on a variety of instructional dimensions (e.g., retention, generalization, skills acquisition, imitation and language). Because of these differences; teachers delineate or directly teach skills that teachers of non-handicapped or less handicapped students assume are operative, and teach all the skills and concepts needed for actual performance in the postschool environments.

b. The curriculum approach is naturalized and address the affective, cognitive, psycho-motor, and career education needs of the student.

c. The instructional goals, objectives, and materials approximate those that individuals encounter and need in out-of-school environments.

d. The teacher determines what is to be taught based upon: 1) the sensory/motor impairments of student, 2) the student's present skill repertoire, 3) the age appropriateness of skill(s) to be taught, 4) the functionality of the skill(s), and 5) the social acceptance of the skill(s).

e. The teacher determines: 1) how he/she intends to teach the student to perform the skill, 2) how to empirically verify that the student has acquired the skills, 3) an acceptable rate for the student to perform the skill, 4) the instructional materials to be utilized to teach the skill, 5) in which mode, for whom and where the student performs the skill, and 6) if the performance of a skill is self-initiated by the student.

3. Personnel

a. Instructional Staffing

Teacher caseload is determined in accordance with the following:

Special Education Program - Self-contained

(1) No more than eight (8) students to a teacher of a self-contained class with a full-time aide.

(2) Age span not to exceed four (4) years.

4. Facilities

a. Specialized Classroom Characteristics

Trainable mentally handicapped students who possess sensory and/or physical impairment are to be provided specialized classrooms in accordance with those program areas.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) The classroom is furnished with equipment for multi-sensory instruction that is age appropriate and any special equipment needed to meet the specific educational goals and objectives listed on the Individualized Education Program.

(2) The classroom is provided with materials and supplies based on the student's functioning and interest levels leading to mastery of the educational goals and objectives outlined in the Individualized Education Program.

C. PROGRAM ASSURANCES (Refer to Common Standards)

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Mental handicap refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

GENERAL INTELLECTUAL FUNCTIONING is defined as the results obtained by assessment with one or more of the individually administered general intelligence tests developed for that purpose.

SIGNIFICANTLY SUBAVERAGE is defined as intelligence quotient (IQ) more than two standard deviations below the mean for the test.

ADAPTIVE BEHAVIOR is defined as the effectiveness or degree with which an individual meets the standards of personal independence and social responsibility expected for his/her age and cultural group.

DEVELOPMENTAL PERIOD is defined as the period of time between birth and the 18th birthday.

Functionally, the term profoundly mentally handicapped refers to those students characterized by a level of mental development impaired to the extent that the student is unable to benefit from the standard school program, requires special services, and functions dependently in society.

2. Program of Study

a. The program places emphasis on the teaching of skills and concepts that are functional, age-appropriate and considered to be necessary for performance in out-of-school environments. To accomplish this a full continuum of programs is to be available at all instructional levels.

b. Programs for the mentally handicapped include learning outcomes encompassing skills which enhance their ability to effectively interact with objects, events, and people across environments.

c. Students because of their mental handicap do not learn at a rate commensurate with their chronological age peers. They differ greatly on a variety of instructional dimensions, thereby teachers are required to provide instruction which is programmed in sequence and systematically presented.

3. Learning Outcomes

a. The following factors influence the selection of learning outcomes for profoundly mentally handicapped students: 1) the sensory and motor impairments of the student; 2) the present skill repertoire of the student; 3) the age appropriateness of the skill to be taught; 4) the social acceptability of the skill to be taught; and 5) the functionality of the skill to be taught.

b. The Individualized Education Programs (IEPs) for profoundly mentally handicapped students address the following goal areas: 1) motor (gross, sensory, perceptual); 2) self-help; 3) language, communication; 4) functional academics; 5) socialization; 6) daily living skills; 7) career/vocational education; 3) medical concerns/intervention strategies (i.e., medication, seizures, limits on physical activity - special precautions, special diets/foods, chronic illness and special health problems); and 9) physical therapy and/or occupational therapy when the need is indicated by an evaluation(s) by a physical therapist and/or occupational therapist.

c. Therapy prescriptions/ referrals are included as part of the Individualized Educational Program.

B. PROGRAM DELIVERY

1. Administrative Practices (Refer to Common Standards)

2. Instructional Practices

a. Profoundly mentally handicapped students, like trainable mentally handicapped students, are different from "non-handicapped" and educable mentally handicapped students on a variety of instructional dimensions (e.g., retention, generalization, skill acquisition, imitation and language). Because of these differences teachers of these students: 1) systematically delineate or directly teach skills that teachers of "non-handicapped" or less handicapped students assume are operative and 2) teach all the skills and concepts needed for actual performance in the postschool environments.

b. The curriculum approach is naturalized and addresses the affective, cognitive, psycho-motor, and career development needs of the student.

c. The instructional goals, objectives, and materials approximate those that individuals encounter and need in out-of-school environments.

d. The teacher determines what is to be taught based upon: 1) the sensory/motor impairment(s) of the student; 2) the students present skill repertoire; 3) the age appropriateness of skill(s) to be taught; 4) the functionality of the skill(s); and 5) the social acceptance of the skill(s).

e. The teacher determines: 1) how he/she intends to teach the student to perform the skill(s); 2) how to empirically verify that the student has acquired the skill(s); 3) acceptable rate for the student to perform the skill(s); 4) the instructional materials to be utilized to teach the skill(s); 5) in what places, for whom, and with which instructional materials and language cues the student performs the skill(s); and 6) if the performance of the skill(s) is self-initiated by the student.

3. Personnel

a. Instructional Staffing

1) Teacher caseload is determined in accordance with the following:

a) Special Education Program - Self-contained:

(1) Assign no more than six (6) students to a teacher of a self-contained class with a full-time aide.

(2) The chronological age span within a self-contained classroom shall not exceed six (6) years.

4. Facilities

a. Specialized Classroom Characteristics

Profoundly mentally handicapped students who possess sensory and/or physical impairment are to be provided specialized classrooms in accordance with those program areas.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

1) The classroom is furnished with equipment for multi-sensory instruction that is age appropriate and any special equipment needed to meet the specific educational goals and objectives listed on the Individualized Education Program.

2) The classroom is provided with materials and supplies based on the student's functioning and interest levels leading to the mastery of the educational goals and objectives outlined in the Individualized Education Program.

C. PROGRAM ASSURANCES (Refer to Common Standards)

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Gifted individuals are those who possess exceptional intellectual abilities or give evidence of outstanding performance capability; and who, by reason thereof, require differentiated educational programs and/or services beyond those normally provided by the regular school program. Because gifted learners have unique needs, characteristics, and special abilities, there is often: a discrepancy between their physical and their social, emotional, and intellectual development; a superior facility demonstrated by high physical and intellectual energy levels; a heightened conflict between their need to be a part of the group and their sense of being different; and an expectation of perfection in all areas of performance.

Programs for the gifted provide educational experiences designed to ensure that the gifted individual's years in the school system are successful and productive. Against a background of learners experiencing tremendously diverse physical, intellectual, and emotional change, the gifted learner often experiences these changes earlier, more rapidly, and more intensely, thereby heightening the degree of tension between the perceived needs of the group and the exceptional individual. Special education programs for the gifted provide these individuals with intellectual, academic, psychomotor, affective and career education learning experiences commensurate with their level of performance and need.

2. Program of Study

a. The gifted program addresses, in addition to cognitive needs, the special needs of the gifted individual for affective, psychomotor, and career development.

b. Programs for intellectually and specific academically gifted individuals are provided to develop their cognitive strengths. These abilities are exhibited in rapid mastery of academic material; preference for complexity of intellectual tasks, interest in abstract ideas; advanced receptive and expressive language, advanced conceptual development; superior verbal and abstract reasoning skills; and above average creativity.

c. Programs for individuals gifted in the visual/performing arts are provided to enable the individual to refine and expand his/her area of expertise in the arts to the maximal level. The ability to modify and/or create aesthetic products/performances is dependent upon the development of an accurate perceptual system, control of fundamental movements, and a repertoire of highly skilled movements. Instruction is designed to improve perceptual abilities and the level of performance of each individual.

Further, in an environment that encourages risk-taking, these individuals require varied, individualized opportunities to create and to plan, as well as to do.

d. Gifted programs provide for career exploration. Gifted individuals possess a potential for success in many adult roles and careers; therefore, they need exposure to, and experience with, a wide variety of traditional and nontraditional career and avocational options in order to fully meet their personal expectations and to fulfill society's needs. Instructional activities, beginning at the early childhood level and continuing through adolescence, include, but are not limited to: career awareness, career guidance seminars, shadowing, executive internships, mentorship experiences, and classroom activities such as guest lectures and workshops.

e. Gifted programs provide for educational experiences in the area of affective education, such as understanding the developmental and social-emotional aspects of giftedness; developing a sense of personal worth, including setting and evaluating academic and personal goals; developing strategies to cope with problems in academic and social areas; developing skills in social interaction, including leadership; and identifying their attitudes, interests, and values. The affective program includes techniques/methods such as counseling, role play, simulation, guidance seminars, gaming, socio-drama, and visualization.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement (Refer to Common Standards)

b. Time Allocation (Refer to Common Standards)

c. Funding

1) Monies are appropriated on a per pupil basis and made available annually to the special education teacher for the purchase of necessary materials as determined in the Individual Educational Program.

2) A state residential adolescent education facility for highly gifted individuals in all areas, i.e., humanities, fine arts, mathematics and sciences is provided.

3) Eight (8) regional centers for visual and performing arts are provided.

2. Instructional Practices

a. Teachers of the gifted use instructional techniques/methods which provide: 1) a variety of accelerative options; 2) opportunities for independent study; 3) individualization to accommodate student interests and abilities; 4) opportunities for interaction with other gifted students through seminars, debates and small group activities; 5) inquiry and discovery learning to teach principles of inductive and deductive reasoning; 6) opportunities to develop analytic and evaluative skills; 7) development of aesthetic judgment through continued experience with classics of literature and art; and 8) techniques for creative expression; and research methodologies of various disciplines.

b. Teachers of gifted students in the visual and performing arts also use a variety of accelerative options in a specific fine arts area of ability; opportunities for independent practice; individualization to accommodate student interests and abilities; opportunities for interaction with other talented students through visual arts shows, dramatic and musical ensembles: continued development of aesthetic judgment through attendance at concerts, ballets, museums; techniques of creative expresssion; historical background of specific area of exceptionality; and theory of the particular fine arts area in which he/she excels.

3. Personnel

a. Instructional Staffing

1) Teacher caseload is determined in accordance with the following:

a) Regular Education Program with Resource Services:

No more than thirty (30) individuals to a resource room teacher for direct instruction.

b) Special Education Program - Self-contained:

No more than twelve (12) individuals to a teacher in a self-contained program.

b. Supervisory/Administrative Staffing (Refer to Common Standards)

c. Professional Development (Refer to Common Standards)

d. Support Staffing

Support staff such as: school psychologists to test students and counsel students and their parents; counselors to assist in instruction in decision-making, career awareness, self-acceptance; librarian/media specialists; physical education specialists; speech therapists, learning disabilities, behavior disorders, physically handicapped, visually impaired, hearing impaired, specialists, physical therapists to provide related services as defined in the Individual Education Program; reading specialists; and community resource personnel, is available as needed.

4. Facilities

a. Specialized Classroom Characteristics (Refer to Common Standards)

b. Specialized Rooms and Facilities

1) When specifications are developed for specialized rooms and facilities, a team of professional educators in the arts, gifted education, and performing artists identifies resources available and projects new facilities, i.e., studios, practice rooms, theaters, workrooms, and specialized equipment.

2) Classrooms for early childhood gifted students include: regular size classroom; carpeting (to foster psychomotor, large muscle activities); appropriate size furniture; flexible furniture grouping; teacher desk; file cabinet; tables, chairs and desks; chalkboards; bulletin boards; sink and counter top; storage cabinets; closet; bookshelves; easy access to restroom; natural lighting/strong electric lighting; direct access to outside.

3) Classrooms for middle childhood and adolescent gifted students include: regular size classroom; darkroom, photo laboratory facilities.

4) Students have access to libraries, K-12; access to darkrooms, 5-12; and access to science laboratories, 5-12.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

1) Individuals identified as gifted have access to classrooms, materials and equipment appropriate to their level of performance and need as identified by the Individual Educational Program, rather than their chronological age or grade placement.

2) Jr. Great Books, Great Books, Bay Areas Writing Project, and Philosophy for Children are illustrative of materials that are especially appropriate for gifted students.

3) Consumable materials, books, and computer software are constantly updated.

4) Teachers of the gifted develop and prioritize materials to be purchased on an annual basis.

b. Equipment

1) Classrooms for early, middle childhood and adolescent gifted students include special equipment including typewriters; microcomputers; study carrels; desks, chairs and tables; chalkboards; bulletin boards; natural lighting/strong electric lighting; bookshelves/cabinet; teacher desk; file cabinet; storage cabinet; sink and counter space; audiovisual equipment (8mm movie camera and projector, overhead projector, tape recorder, 35mm cameras, movie projector, video-camera, VCR, filmstrip projectors, carousel projector, screen); books, access to large library of reference materials: books, films, filmstrips, records, tapes, computer software, etc.; and moveable dividers, photo equipment and darkrooms, microscopes, collections of above grade level books, audiovisual collections and equipment required to implement the instructional plan is available.

C. PROGRAM ASSURANCES (Refer to Common Standards)

HEARING IMPAIRED EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Hearing impaired individuals are those whose auditory acuity delays or prohibits the development of speech, language and academic achievement and are classified as deaf or hard of hearing. The generic term hearing impaired includes every child with a hearing loss that is developmentally and educationally handicapping.

a. The educational interpretation of a hard of hearing child is: (1) a hearing impaired individual in whom the sense of hearing although defective is functional with or without a hearing aid, but whose hearing loss causes a language deficit rendering him unable to make full use of the regular school experience without special services, and (2) a hearing impaired individual that characteristically speaks defectively, misunderstands others, learns vocabulary and sentence structure more slowly or to a lesser extent than does the normal hearing child.

b. The audiological interpretation of a hard of hearing child is a hearing impaired individual who has a hearing loss in his better ear that averages 27dB to 92dB in the speech range without a hearing aid.

c. The educational interpretation of a deaf child is a hearing impaired individual with profound or total loss of auditory sensitivity, which under the most ideal listening and hearing aid conditions, does not allow him to hear the speech signal or perceive so little of it that hearing cannot serve as a modality for acquisition of spoken language, or for the monitoring of speech, without special education.

d. The audiological interpretation of a deaf child is a hearing impaired individual who has a hearing loss approaching an average of 93dB or greater across the speech range in the better ear without a hearing aid.

2. Program of Study

a. Programs for the hearing impaired are developed according to the specific needs of students.

b. The number of students, each student's degree of hearing impairment, the etiology of the hearing loss, the extent that the hearing impairment affects each student's academic achievement, each student's current level of oral and written communication and each student's major method of communication is considered in developing a program to meet individual needs. Method of communication is emphasized because as children differ in academic achievement and interest rate, so do they differ in their preferred method of communication.

c. One goal of programs for the hearing impaired is that hearing impaired children receive their educational opportunities in the method of communication in which they have the inclination to pursue.

d. Curricula developed for each instructional program include educational experiences adaptable to individual needs, interests, and/or abilities of each child in the instructional program.

e. The curriculum has a consistent approach with a spiral development of each theme according to level of achievement. These curricula are to be developmental, sequential, goal-directed, clearly stated, and subject to continuing evaluation and revision.

f. Special curricula are developed in language/speech, activities for daily living, communication skills, auditory perception/discrimination, adaptive behavior skills and training in the use of residual hearing.

g. Curricula for all academic areas include coordination with regular programs and adaptation to include the special information which hearing impaired students are taught because of their handicap.

h. Curricula emphasize: The development of basic academic skills; a language curriculum based upon accepted theories of language acquisition and development, and integrated into academic skill training; a reading curriculum that addresses language deficits of hearing impaired children; communication skills; social skills; typing skills; and career and vocational training opportunities.

i. Related services are to be provided for each hearing impaired student based upon identified and clearly stated individual needs such as: (1) amplification electroacoustically monitored by the school audiologist on an annual basis; and (2) notetakers and/or interpreter/tutors provided to hearing impaired students integrated into regular classes.

j. The following are considered as viable related services for hearing impaired children and youth: psychological testing; vocational evaluation; personal counseling/guidance; family counseling; medical services for diagnostic evaluations; interpreter services; communication evaluations (speech-language audiology, manual language); visual perception training; auditory trainers, loans, services, repairs, etc.; tutorial services; orientation services; physical therapy/occupational therapy; transportation; parent education; music therapy; and adaptive physical education.

k. Parents are an integral part of a program for the hearing impaired. Parent oriented programs provide parents of hearing impaired children with: emotional support; education in hearing impairment and its effect on communication skills, social development, emotional development and academic implications; education in communication systems; opportunities for participation in program planning; and guidance in parent-child interaction.

l. Vocational standards and programs provide instructional experiences for hearing impaired students whose future occupational adequacy may be enriched by appropriate preparatory experiences.

m. All area vocational center programs are to be made available to hearing impaired students when their individualized education programs indicate specific goals and objectives in the area of prevocational and vocational education.

3. Learning Outcomes

a. Factors which influence the selection of learning outcomes for hearing impaired students are: ability of the student; nature and severity of the hearing loss; instructional strategies and techniques; and provision of related services, materials, equipment and resources.

b. Individualized Education Programs (IEPs) written for hearing impaired students include: (1) goals relevant to auditory training, speech production, speech reading, manual communication, linguistic development (syntactic and semantic), academic matter, vocational skills, and communication skill training (when appropriate), and (2) description of medical and audiological concerns/intervention strategies (i.e., annual audiological evaluations, aural rehabilitation programs, medical/otological recommendations, prescribed treatments, etc.).

B. PROGRAM DELIVERY

1. Administrative Practices (Refer to Common Standards)

2. Instructional Practices

a. Teachers use one of the four following methods of communication in their instruction:

1) Oral - This method of communication emphasizes oral communication through speech reading, auditory training, amplification and speech training.

2) Manual Method - The use of sign language and finger spelling is the emphasis of this communication method. Lipreading is

also included, but the greatest emphasis is placed on the formal manual gestures.

3) Simultaneous Communication - The use of both manual and oral communication modes/methods.

4) Cued Speech - This method of communication emphasizes oral communication through speech reading, auditory training, amplification, speech training and hand signals or cues.

b. Teachers using the total communication philosophy believe that all elements of the above methods enhance communication development. Total communication is the philosophy of utilizing lipreading, speech reading, auditory training, amplication, finger spelling, sign language, body language and facial expression for the purpose of enhancing communication skills of hearing impaired individuals.

c. Each program for the hearing impaired incorporates the philosophy that as a child masters the necessary communication skills and academic level, he should be given the opportunity to attend those classes in which he can successfully compete with his hearing peers. The teacher of the hearing impaired then assumes a tutorial role giving assistance as needed as a resource teacher, with other support services also being provided on a resource basis.

d. Audiovisual presentation of instruction is utilized; appropriate textbooks, materials and supplies are available; instructional materials are commensurate with the student's interest, needs and age.

3. Personnel

a. Instructional Staffing

1) Teacher caseload is determined in accordance with the following:

a) Regular Education Program with Support Services:

Interpreter/Tutor services for the hearing impaired child are provided if specified by the Individualized Education Program.

b) Regular Education Program with Resource Services:

(1) No more than eight (8) students to a resource program during any one instructional period.

(2) A full-time aide is provided in Early Childhood Programs (K-4), serving three (3) or more students during any one instructional period.

(3) The age span is not to exceed 2-3 years.

c) Special Education Program - Self-Contained:

(1) No more than eight (8) students to a self-contained program during any one instructional period.

(2) A full-time aide is provided in Early Childhood Programs (K-4), when serving (3) or more students during any one instructional period.

(3) The age span is not to exceed 2-3 years.

b. Supervisory/Administrative Staffing

Teachers of the hearing impaired are supervised by a non-teaching supervisor holding the Council on the Education of the Deaf (CED) professional certificate and a minimum of three (3) years of experience with the hearing impaired.

c. Professional Development

Staff development relative to students' amplification is conducted on an annual basis for newly employed personnel.

d. Support Staffing

1) Support staff, such as: audiologists; psychologists; interpreter/tutors; physical education teachers; counselors; vocational/career education personnel; media consultants; social service personnel; supervisors; art and music teachers; and school nurses are provided as needed.

2) Paraprofessionals needed in programs for the hearing impaired consist of teacher aides in each classroom for the hearing impaired. It is recommended that the teacher aides be skilled in manual communication.

3) Schools provide interpreters and/or tutors when necessary for students attending vocational classes.

4. Facilities

a. Special Classroom Characteristics (Refer to Common Standards)

b. Specialized Rooms and Facilities

1) Specialized rooms and facilities include life safety standards (including visual warning systems) throughout the school building for any facility serving the hearing impaired, i.e., red flasher firelights.

2) Classrooms used for the hearing impaired have sound levels of 30 to 35dB on the A scale of a sound level meter in an empty classroom which has normal activity in adjacent areas. The signal to noise ratio in the occupied classroom

is to be 20 to 30dB for optimal speech discrimination opportunities.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

1) Captioned decoders for access to educational television programming, and telephone typewriter devices (TTD) are provided for the hearing impaired.

2) Hearing impaired students have access to: a curriculum resource center; captioned film materials; film rentals not available through captioned films; listings of high-interest low-reading level books; computers and computer training; camera, film and processing; telephone typewriter devices (TTD); and video tape recorders with all related equipment (camera, audio, etc.).

C. PROGRAM ASSURANCES (Refer to Common Standards)

PHYSICALLY HANDICAPPED EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Physically handicapped students have physical impairments which may be congenital or caused by accident or disease, resulting in permanent, temporary, or intermittent medical disabilities. These impairments require modification in curriculum, instructional strategies, and/or a need for related services. The type, extent and/or duration of services are determined by the nature of the individual's disability. For purposes of further clarification and delineation, the term physically handicapped in these standards includes:

Orthopedically impaired - impairments caused by congenital anomaly (e.g. spina bifida, congenital amputation, osteogenesis imperfecta, etc.), impairments caused by disease (e.g. osteomyelitis, poliomyelitis, arthritis, etc.), and impairments from other causes (e.g. amputation, cerebral palsy, dystrophies and atrophies, and conditions which cause contractures, etc.), and

Other health impaired - impairments of limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, cystic fibrosis, cancer or diabetes.

2. Program of Study

a. Because of the uniqueness of each physically handicapped student, the philosophy of the curriculum evolves from a broad base of varying philosophies, instructional strategies or procedures, environmental arrangements, equipment, materials, learning activities, skill sequences, and/or criteria for successful performance which are specified for daily activities in the classroom.

b. Specialized curricular areas individually considered for a physically handicapped student are: physical, psychological, and emotional adjustment to a physical disability, including treatment, care, and maintenance; death and dying; use of prosthetic and orthotic devices; eating, dressing, toileting, physical mobility, and personal hygiene; basic communication (e.g. use of communication devices, bliss symbols, signing, etc.); and specialized curricular areas utilized with associated disabilities.

c. Since there is so much variance in the needs of students with physical disabilities, the design of the educational program includes a broad range of approaches.

d. A full continuum of instructional programs from preschool through adulthood should be available as the student grows and develops.

e. Physically handicapped programs involve activities which are most functional for each student, considering the nature and severity of the disability, the age of the person, and the educational needs. Emphasis is upon functional problems regardless of their causes.

f. Whenever it becomes obvious that a student is limited in ability to learn, teachers identify and teach those skills and concepts which are most functional in helping the student become as physically and mentally self-sufficient as possible. However, many physically handicapped students can achieve the competencies/skills expected of non-physically handicapped students, given appropriate supportive assistance.

3. Learning Outcomes

Instruction for physically handicapped students includes a broad spectrum of learning needs. Factors which influence the selection of learning outcomes for physically handicapped students are: ability of the student; nature and severity of the handicap; specialized instructional strategies and techniques; provision of related services, materials, equipment and resources; and associated disabilities (e.g. mental retardation, learning disability, etc.).

B. PROGRAM DELIVERY

1. Administrative Practices

Placement

Due to the nature of the physical impairment, a physically handicapped student may not be able to participate in the regular physical education program and may need an adapted program. In those instances, an adapted physical education program is specified in the student's Individualized Education Program. Learning outcomes developed for adapted physical education are utilized in designing the student's program.

2. Instructional Practices

a. In designing each student's program, the teacher addresses the following: the specific skills the student needs to perform; the sequence in which the skills are to be taught; the tasks comprising these skills; and indicators of successful performance.

b. The teacher adapts the curriculum by: (1) differentiating individual curriculum objectives, (2) adapting instructional materials, (3) altering some or all aspects of the physical environment and/or, (4) modifying the physical presentation of the task. Thus, the teacher, in designing the student's program, is to consider: Does the learning outcome need revision or modification? Will the student have success, given a small change in approach? Will use of an adaptive technique provide for success? Does the student need an adaptive device/equipment in order to achieve?

c. Instruction addresses learning in affective, cognitive, psycho-motor, and career education domains.

d. The teacher and learner work toward: (1) acceptance of the limitation(s), (2) accurate appraisal of strengths and abilities, and (3) application of concerted effort toward that which is realistically achievable.

e. The teacher develops within the student a realistic concept of the self including both positive and negative attributes and feelings of adequacy and confidence based on actual ability to function in personal, social, educational and vocational areas.

f. Teachers assist the student to achieve psychological adjustment by: acknowledging the limitations of the disability with a recognition of skills and abilities that the student possesses; avoiding comparisons with other students and setting standards according to student potential; supporting and encouraging the student's attempts at independence; providing a variety of experiences in areas of strength, while remediating deficit areas; and providing appropriate discipline.

3. Personnel

a. Instructional Staffing

1) Teacher caseload is determined in accordance with the following:

a) Regular Education Program with Support Services:

No more than fifteen (15) individuals to a teacher providing support services.

b) Regular Education Program with Resource Services:

(1) No more than twelve (12) students, with a limit of eight (8) during any one instructional period to a resource teacher, with a full-time aide.

(2) The chronological age span within a resource room shall not exceed four (4) years during any one instuctional period.

b. Supervisory/Administrative Staffing (Refer to Common Standards)

c. Professional Development (Refer to Common Standards)

d. Support Staffing

Support staff needed for the educational program of a student include (when appropriate): physical therapist; occupational therapist; speech/language pathologist; school psychologist; educational diagnostician; school counselor; school nurse; orthopedic physician; pediatrician or similar physician; career counselor.

4. Facilities

a. Specialized Classroom Characteristics (Refer to Common Standards)

b. Specialized Rooms & Facilities

1) The classroom for the physically handicapped includes: adequate space and equipment, both indoors and outdoors, for physical activities and recreation and appropriate therapy and related services; therapy rooms furnished with appropriate equipment (available); lunchroom facilities suitable to the individual needs of the student, including furniture, eating utensils and equipment; due to the incontinence of some students (e.g. spina bifida), a washer and dryer is available in order to ensure sanitary conditions within the classroom and school facility; a specially designed bathtub installed within the toilet room or similar facility to aid in the practice of self-help skills; air conditioning when appropriate (1) to insure acceptable air quality standard for those asthmatic students or students with allergies and/or (2) to ease the discomfort of those heavily braced or wheelchair bound students during warm weather; and building entrance at ground level or equipped with an appropriate ramp with gradients.

2) Loading and unloading locations for buses and other means of transportation are situated in safe areas and away from hazards.

5. Instructional, Materials, Supplies and Equipment

Materials and Supplies

Special tables and chairs and/or tilt-top or cutaway desks and other specialized furniture to meet the needs of the individual (e.g. lap trays, standing board, etc.); communication devices; and appropriate computer, electronic and other advanced adaptive devices as determined by student's needs are provided.

C. PROGRAM ASSURANCES (Refer to Common Standards)

PRESCHOOL HANDICAPPED EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

The provision of services for young children with special needs is an integral part of the continuum of services provided to exceptional children and their families.

Young special needs children are those children below the age of six who evidence a significant delay in one or more of the following developmental areas: language - expressive and receptive; cognition; motor - fine motor and gross motor; and social - emotional.

The goal for the preschool handicapped child is the same as for his non-handicapped peers: the acquisition of skills in all developmental areas, i.e., language, cognition, motor, social-emotional, and in a manner which promotes independence and readiness for academic learning. To achieve this goal, the preschool handicapped curriculum should provide for a program of instruction which emphasizes skill development in an integrated manner, rather than skill development in isolation.

2. Program of Study

a. The instructional program addresses the manner in which a child learns, as well as developmental levels. Special needs of the young child and limitations imposed by a particular handicapping condition may necessitate modifications in the method of instruction, materials, equipment and facilities.

b. Programs require flexible planning and individualization for each student. The very young child is served in a homebound program and the older preschool child is served in a combination program, with instruction gradually progressing to a full-time center/school-based setting. Movement from home-based services to a center/school-based program facilitates transition into other appropriate alternative placement options.

c. Programs should systematically involve parents in a manner which promotes an active partnership. Parental input and participation in the young handicapped child's educational experience maximizes the child's potential for full participation in the home, school and community.

3. Learning Outcomes

The Individualized Education Program does not preclude addressing those developmental areas in which the child is proficient, i.e., the Individualized Education Program is supplemented by the regular early childhood curriculum.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement in Least Restrictive Alternative

1) There are three models most appropriate for providing services to the young child with special needs: home-based services, center-based program, or a combination of home-based services and a center-based program. Other service delivery options may be employed (such as indirect support within a regular classroom setting) according to the identified needs of the child, and as specified within the Individualized Education Program.

2) When establishing preschool handicapped programs, the age range of the children is considered. Age span in any center-based program or self-contained placement is not to exceed three (3) years (e.g., 3-5, 4-6).

3) In addition, appropriate programs/services provided as special education program: out-of-school environment placement include the following: home-based programs; mental health center services; head start programs; day care; nursery school; and other appropriate identified public or private early childhood programs.

b. Time Allocation

1) Instructional time varies according to the delivery method employed.

2) Self-contained or center-based handicapped programs consist of no less than 20 hours per week. Sample schedules include: minimum of 4 hours, 5 days a week; minimum of 5 hours, 4 days a week.

3) Home-based programs provide no less than two (2) weekly visits, each consisting of approximately one (1) hour of instruction per visit.

2. Instructional Practices

a. The instructional program designed for the young child with special needs includes strategies for the implementation of curriculum and provides for individualization based on assessed developmental needs.

b. Instruction addresses the following curricular areas: language (expressive and receptive), cognitive, motor (gross and fine) and social-emotional.

c. The teacher implements an instructional program which addresses the following: 1) the action, reaction or interaction of the young special needs child in an organized and prescribed educational environment, to achieve mastery of identified educational goals or objectives; 2) goals and objectives derived through ongoing assessment of the student, with an emphasis on alternatives which accommodate individual learning styles (auditory, visual, tactile and/or kinesthetic); 3) prescriptive approaches that involve a variety of methods, materials and instructional grouping patterns; 4) selection of appropriate program and individual lesson objectives based on each student's functional level within curricular (developmental) areas; 5) instructional strategies appropriate to each student's special needs and learning styles; 6) a team approach for programming, including professional, paraprofessional and support personnel; 7) inclusion of parents and other available community resources to meet desired student outcomes; 8) specific preacademic skill development within the context of designated curricular (developmental) areas. Examples include: Language - listening, speaking, sound-symbol association, and letter recognition; cognition - one-to-one correspondence, grouping, and concept development (same-different, big-little, more-less); motor - cutting, copying shapes and letters, jumping, and running; social-emotional - self-concept, peer and family relationships, and community helpers; 9) sequencing of content and activities to allow for development from concrete to abstract experiences; 10) identification of transitional skills needed for future, less restrictive environments; design of strategies for transitional skills acquisition; 11) strategies to simultaneously promote skill acquisition in more than one developmental area; 12) procedures which promote independent performance in a variety of settings; 13) strategies to be implemented by others, including parents; 14) integration of student initiated learning experiences into the instructional program; 15) identification of effective teaching strategies for parents and other personnel; and 16) selection, implementation and maintenance of child management procedures to establish appropriate social behaviors, in individual and group situations.

3. Personnel

a. Instructional Staffing

1) Teacher caseload is determined in accordance with the following:

(a) Regular Education with Resource Service:

(1) No more than fifteen (15) preschool handicapped students to a teacher providing home-based services or a resource program.

(2) No more than six (6) students during any one instructional period.

(b) Special Education Program - Self-Contained:

(1) No more than eight (8) preschool handicapped students to a teacher of a self-contained program with a full-time aide.

(2) Age span is not to exceed three (3) years (e.g., 3-5, 4-6).

b. Supervisory/Administrative Staffing (Refer to Common Standards)

c. Professional Development (Refer to Common Standards)

d. Support Staffing

The support staff needed to provide related services in a comprehensive preschool handicapped program includes: speech-language pathologist, physical therapist, occupational therapist, and psychological and social services.

4. Facilities

a. Specialized Classroom Characteristics (Refer to Common Standards)

b. Specialized Rooms and Facilities

(1) The size and location requirements for preschool handicapped classes are the same as for kindergarten.

(2) The preschool handicapped classrooms contains the following: teacher's desk; 2 adult chairs; 1 full length mirror; chalkboard, 30 linear feet; tackboard, as much as possible - minimum 20 linear feet; doorway to restroom adjacent to classroom - 3 1/2 feet wide and without threshold; child sized toilet with full seat cover; child sized sink in bathroom; changing table; cot(s) - blankets; fire extinguisher; phonograph; tape recorder; film strip projector; carpeting or fire-proof area rug; non-skid floor surface; audio card-reader; covered and grounded electrical receptacles located on all walls; pupil wrap area; 1 rocking chair - adult size; 1 sink equipped with mud trap and hot and cold water at appropriate counter height to accommodate 3-5 year olds; balance beam; walking board; sand/water table; 2 painting easels - adjustable; piano (to be available); 1 four drawer file; open shelving, low table top height, on casters; closed-in storage shelves, adjacent to instructional areas; 1 round table, adjustable; 1 rectangular table, adjustable; 8 chairs appropriate to table height; 2 toddler chairs; 2 to 3 movable screens (5' x 6'); and an intercom unit connected to administration offices.

5. Instructional Materials, Supplies and Equipment

Materials and Supplies

In addition to the use of materials and supplies appropriate for the non-handicapped preschool student, materials and supplies utilized in the preschool handicapped program incorporate appropriate existing materials from the child's natural environment, i.e., home and community, and are modified/adapted to accommodate the individual needs of a student, his particular developmental level(s) and any other special considerations.

C. PROGRAM ASSURANCES (Refer to Common Standards)

SPECIFIC LEARNING DISABILITIES EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term does not include a learning problem which is primarily the result of a visual, hearing, or motor handicap, of mental retardation, or of environmental or cultural differences, or economic disadvantage.

2. Program of Study

a. The specific learning disabilities program provides instruction that enables the learning disabled student to achieve the learning outcomes in an integrated, sequential and developmental manner.

b. The instructional program addresses the manner in which a child learns, as well as developmental levels.

3. Learning Outcomes

a. Learning disabled children are recognized as being capable of achieving the learning outcomes required to complete at least the units of credit required for graduation.

b. The following priorities are to be taken into consideration when developing appropriate Individualized Education Programs:

1) early identification and intervention of severe learning discrepancies at the primary and intermediate grade levels;

2) continuing special education programs and services at the intermediate and secondary levels to prevent regression of more severe learning discrepancies due to the student's disabilities;

3) the scheduling and coordination of special education programs and services at the secondary level to maximize the student's involvement in the required and elective sequences of general education programs provided for students who wish to obtain a high school diploma; and

4) the involvement of the student and his/her parents in the selection of an appropriate sequence of studies at the secondary level, including the option of vocational education and other school programs that lead to employment upon graduation from high school.

c. Factors which influence the selection of learning outcomes for students with specific learning disabilities are: the ability of the student, the nature and severity of the handicap, and the chronological age of the student.

d. The essential components of the Individualized Education Program (IEP) for instructional and related services include: objectives that address the specially designed strategies, approaches or methods necessary to meet the learning outcomes in the content/subject areas; specialized learning outcomes/objectives based upon the current levels of performance derived from the comprehensive assessment; objectives that address the pre-vocational and/or vocational educational needs of the student; a plan for the completion of the necessary credits for graduation; the anticipated duration of instruction relevant to the objectives; and criteria for measuring the student's mastery of the learning outcomes/objectives.

B. PROGRAM DELIVERY

1. Administrative Practices (Refer to Common Standards)

2. Instructional Practices

a. Instruction is based upon the student's identified strengths and weaknesses as well as the recommendations from the assessment reports.

b. The goals and objectives from the student's individual educational program determine the specific program content.

c. Instruction includes the teaching of the basic academic subjects, such as reading, writing, spelling, and mathematics using a variety of approaches, individual or small group settings and specialized methods and materials, such as: multisensory, linguistic, or primarily visual or auditory approaches to beginning reading instruction; the use of newspapers, sand, clay, chalkboards, templates and other tactile-kinesthetic methods for teaching writing and spelling; the use of manipulatives to teach mathematics; and other techniques based upon the student's learning modalities and style.

d. Modifications in the presentation of material, reading and writing assignments and quizzes and tests are made, especially at the secondary level, when necessary for learning disabled students to benefit from content area instruction in regular classrooms.

e. A teacher of the learning disabled assists the regular classroom teacher to develop study guides, record text books, administer oral tests or create learning stations.

f. Instruction in learning strategies, such as rehearsal strategies, categorization, mnemonics and other similar techniques are taught at all instructional levels.

g. Instruction in perception, cognition, language, gross/fine motor development and memory is provided at the various instructional levels. The materials and techniques used are based upon the student's chronological age, developmental stage, interests and academic performance levels.

h. Instruction is based upon learning outcomes and integrated into academic instructional activities.

i. Instruction in study skills, report writing, test-taking skills, and other training to improve academic performance are provided in a resource program.

j. The teacher uses behavior management techniques, affective curricular materials, and counseling approaches to assist the student in understanding his/her learning style and problems.

3. Personnel

a. Instructional Staffing

1) Teacher caseload is determined in accordance with the following:

a) Regular Education Program with Support Service:

No more than thirty (30) students to a teacher providing support service.

b) Regular Education Program with Resource Service:

(1) No more than twenty (20) students to a resource teacher with a limit of six (6) during any one instructional period.

(2) The chronological age span within a resource room is not to exceed four (4) years during any instructional period.

c) Special Education Program -Self-contained:

(1) No more than eight (8) students to a teacher of a self-contained program without an aide.

(2) No more than twelve (12) students to a teacher of a self-contained program with a full-time aide.

(3) The chronological age span within a self-contained classroom is not to exceed three (3) years at the early childhood level and four (4) years at the middle childhood and adolescent education levels.

b. Supervisory/Administrative Staffing (Refer to Common Standards)

c. Professional Development (Refer to Common Standards)

d. Support Staffing

Support staff, such as: psychologists; counselors; special education/vocational education specialists; librarian/media specialists; physical education specialists; speech therapists; gifted and behavioral disorders teachers; and vocational evaluators are provided as needed.

4. Facilities

a. Specialized Classroom Characteristics (Refer to Common Standards)

b. Specialized Rooms and Facilities

Carpeting to foster psychomotor, large muscle activities and flexible furniture grouping are provided.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

Audio card readers; micro-computer and software for instructional programs; overhead projectors; filmstrip projectors; carousel projector; television for instructional T.V.; and a variety of supplemental and basal series are provided.

C. PROGRAM ASSURANCES (Refer to Common Standards)

VISUALLY IMPAIRED EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Visual impairment is a physical deficiency in a visual acuity or a visual field limitation where, even with use of lenses or corrective devices, the child requires modification of instructional methods and materials or supplementary assistance in order to function and learn. Students identified as visually impaired include those with organic impairments such that there is no vision, or visual limitations, which after best correction result in educational handicaps requiring special services and/or materials.

2. Program of Study

a. The curriculum of an effective program for the visually impaired is adapted from the general educational program to meet the individual needs of the visually impaired student. The required adaptations are to be based upon the student's developmental functioning level and readiness for learning.

b. In developing a program to meet individual needs, the number of students, each student's visual impairment and the extent that the visual impairment affects the students' mobility and academic achievement are considered.

3. Learning Outcomes

a. Programs for the visually impaired are to be developed according to the specific needs of students.

b. The specific objectives of the program are to be performance-based and prescriptive in nature.

B. PROGRAM DELIVERY

1. Administrative Practices (Refer to Common Standards)

2. Instructional Practices

a. The teacher uses instructional methods and procedures stressing the following: (1) individualization, (2) concreteness, (3) unified instruction, (4) additional stimulation, and (5) self-activity.

b. Teachers of the visually impaired students are conscious of the need for clarity and concreteness in verbal and written directions, choosing multisensory illustrations and devising experimental and experiential learning situations whenever appropriate.

c. The special teacher provides instruction to supplement or augment that available in the regular class such as: (1) emphasis to the chief modality through which the student learns and to strengthening the weaker modality, and (2) interventions including, but not be limited to the following: braille reading and writing; Nemeth Code; braille music; use of the optacon; use of the talking calculator; use of the talking encyclopedia; use of modified aids for mathematics; use of talking book machine; use of tape player/recorder; use of Kurzweil machine; daily living skills; concept development; auditory training/listening skills; orientation and mobility; electronic aids; typing; handwriting; visual motor skills; low vision aids; vision stimulation; sight utilization; career/vocational awareness; and tactual discrimination.

3. Personnel

a. Instructional Staffing

1) Class size and caseloads are to be determined by: the severity of the handicapping conditions of the children to be served, the types and intensity of instruction needed, the children's ages, the availability of paraprofessionals, the related services to be provided outside the classroom by other personnel, and in itinerant situations, the number of schools and the distance between schools.

2) Teacher caseload is determined in accordance with the following:

a) Regular Education Program with Resource Services:

(1) No more than three students to one teacher with an aide.

(2) The chronological age span shall not exceed four (4) years.

b) Special Education Program - Self-contained:

(1) No more than three students to one teacher with an aide.

(2) The chronological age span shall not exceed four (4) years.

4. Facilities

a. Specialized Classroom Characteristics

1) Each classroom where services to visually handicapped are provided meet the following criteria:

a) The space allotted is properly ventilated, heated or cooled, with correct illumination (well diffused, well distributed and without glare) and several electrical outlets,

b) Rooms provided for itinerant and permanently assigned staff are regularly available for their use, of adequate size, with sufficient and appropriate work space, seating and furnishings,

c) Adequate and secure storage space is provided for program materials, equipment and records,

d) Physical mobility of pupils is considered in providing an environment which is barrier-free,

e) Facilities are to permit privacy, relatively free of extraneous noise, and readily accessible to pupils.

2) Visually impaired students have access to facilities and equipment which are conducive to an active physical education program.

5. Instructional Materials, Supplies and Equipment

a. Materials/Supplies

1) Sufficient and appropriate materials and equipment necessary to meet the service requirements and management goals established for each pupil are available for each teacher.

2) The materials and equipment necessary to pupil diagnosis, habilitation and evaluation include: consumable special instructional materials and supplies, special test kits and equipment, writing aids, braille and large print books, bold line paper, braille paper, educational games and workbooks, large print and recorded encyclopedias and dictionaries, tape recorders and tapes, talking book machines and aids for the totally blind; adjustable desks, book stands and low vision aids, or other mechanical and/or electronic aids.

3) Special equipment is provided within special classrooms and resource rooms for visually handicapped pupils.

C. PROGRAM ASSURANCES (Refer to Common Standards)

REMEDIAL EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

The remedial education program is a systematic educational process that attends to student strengths and weaknesses in the areas of learning style, modality, interest and rate. The purpose of the program is to provide special assistance to students having difficulty mastering basic concepts in reading, writing, listening, speaking and mathematics. The program is based on intensive early, continuous intervention and on tutoring as preventative strategies to increase the basic performance levels of public school students. This special purpose program is concentrated and intense and does not alleviate the regular classroom teacher's responsibility to provide corrective and adaptive interventions within the classroom.

2. Program of Study

a. The remedial education program is organized to provide for the assessment of students and the modification of educational program to accommodate individual students' educational needs.

b. Remedial education services are available at all grade levels for students who are performing below their ability level in reading, writing, speaking, listening and mathematices.

c. Remedial education services are based on early diagnosis.

d. The regular classroom teacher, the remedial teacher and the parent cooperate in the development, provision and reinforcement of remedial instructional strategies.

3. Learning Outcomes

a. The remedial education program at the district and school levels supports the programs of study, specified concepts and learning outcomes for reading, writing, listening, speaking and mathematics.

B. PROGRAM DELIVERY

1. Administrative Practice

a. The county board of education has adopted procedures for the identification and placement of students requiring remedial services.

(1) The decision to provide remediation considers the following criteria relative to potential remedial students.

- Categories of Underachievement
  --underachievers with average capacity
  --slow learners
  --bright underachievers
  --reluctant learners
  --learners with limited language development

- Psychological Factors
  --intelligence
  --emotional health

- Biological
  --physical health
  --neurologial function

- Environmental Factors
  --language development
  --home
  --school
  --curriculum pacing
  --quality of curriculum
  --quality of teaching

2. Instructional Practices

a. Instructional time is allocated on a case by case basis or on compatible small-group needs.

b. All classroom teachers provide appropriate corrective and adaptive interventions to facilitate mastery of learning outcomes within the classroom environment.

- Corrective Instruction - Immediate diagnosis upon completion of instruction and subsequent corrective help to eliminate gaps and minor deficiencies in skill development.

- Adapted Instruction - Adaptation of pace, materials, and expectations for learners with identified problems.

c. The remediation program includes the appropriate use of the following:

- Tutoring

- Adding Stimulation (Multiple learning experiences for the same context)

- Reducing Stimulation (Highly structured and general learning experience)
- Positive Reinforcement

d. Formal and informal student assessment data are collected which are used to identify appropriate and specific instructional objectives, strategies, and resources.

e. A variety of learning experiences are used to actively engage students in the learning process.

3. Personnel

a. Instructional Staffing

The student-teacher ratio does not exceed twelve (12) students to one teacher with an aide; or ten students to one teacher without an aide.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

(1) Specific training in corrective, adaptive, and remedial education is provided for all teachers.

(2) Training is provided for parents having children enrolled in remedial programs to acquaint them with the goals, strategies, and resources available in the program and with complementary home instructional strategies.

d. Support Staffing

There is an adequate support staff available for complete student assessment which includes screening, referral, diagnosis, and prescriptive services.

4. Facilities

There is a room, appropriate and equipped for small group instruction, available for remedial teaching instruction.

5. Instructional Materials, Supplies and Equipment [Refer to Common Standards.]

C. PROGRAM ASSURANCES

1. Student Evaluation

The county, school, and teacher maximize the use of the formative and summative evaluation systems to assess student achievement and growth in the remedial education program which shall include but not be limited to:

- Norm-referenced testing
- Objective/criterion-referenced testing
- Unobtrusive measures (e.g., absences, tardies)
- Affective assessment (e.g., attitude toward school, learning)
- Naturalistic inquiry (e.g., goals set and processes established to attain goals)
- Performance assessment (e.g., projects)

2. Program Evaluation

The county and school use the following evaluation strategies to assess the success of remedial education program:

- Norm-referenced testing
- Objective/criterion-referenced testing
- Unobtrusive measures
- Affective assessment
- Naturalistic inquiry
- Performance assessment

PRE-KINDERGARTEN PROGRAMS

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Early education is defined as the period from age three to five that focuses on the child's physical, social, emotional, perceptual and intellectual growth and development. These years of rapid growth and change are vital in setting the pattern for future learning. Today's rapidly changing society and family composition dictate close cooperation between the home and educational system to maximize the potential for each child. All children will benefit from experiences that are planned to enhance their total development. Early identification and remediation of physical, health and intellectual delays will enable young children to make the most of the educational opportunities afforded them when they enter the public educational system. Research has demonstrated that comprehensive services for children in the early years enables them to function better in the school system, reduces placements in special education and remedial classes, increases self-concept, career aspirations, achievement and enhances parent/child relations.

2. Program of Study [Refer to Common Standards.]

3. Learning Outcomes

a. Learning outcomes, developed from the program of study, are designed to accommodate each child's physical, social, emotional and intellectual developmental levels.

b. Learning outcomes provide the basis for instruction and cooperative interaction between home and school.

4. Co-curricular Activities (NA)

B. PROGRAM DELIVERY

1. Administrative Practices

a. Early education programs are available for three to five year old children whose families meet eligibility guidelines: low economic status; chronic illness in the family; family record of poor school achievement; and/or families with children who have medical and/or exceptional education problems.

b. Programs are a combination home/center based to facilitate the transition from home to school.

(1) Center programs are two and one-half (2½) hours, three (3) days per week.

(2) Home programs are one (1) hour per week of instruction for parent and child.

c. Funding

(1) Each child is counted as one full-time equivalency (FTE) regardless of the amount of time spent in classrooms.

(2) Exceptional children are weighted as three children.

2. Instructional Practices

a. Instruction is based on objectives derived from the continuous diagnostic assessment of each child with special emphasis on alternatives which accommodate individual learning styles (auditory, visual, tactile and/or kinesthetic).

b. Instruction uses professional, paraprofessional, support personnel, parents and other available community resources to meet desired learning outcomes.

c. The center instructional environment provides for one-to-one instruction when appropriate.

d. The home instructional environment provides for individual instruction with parent and child based on individual needs.

e. The teacher uses initial assessments, to identify specific learning outcomes for each child in early education.

3. Personnel

a. Instructional Staffing

Early Education programs consist of fifteen (15) three to five year old children per teacher and aide.

b. Supervisory/Administrative Staffing

There is a Home-School Coordinator at the county level.

c. Professional Development [Refer to Common Standards.]

d. Support Staffing

(1) Early education aides (paraprofessionals) are assigned to the early education program to participate in home/center instructional activities.

(2) Occupational and physical therapists, language and speech therapists, counselors, school psychologists, nurses, and specialists for exceptional children are available to support staff as needed.

(3) Support services such as speech, health and social services are available.

4. Facilities

a. Specialized Classroom Characteristics

(1) The facility has maximum natural light. A large portion of the classroom is carpeted and a large portion tiled for water, sand, woodworking and art activities. The room is acoustically treated.

(2) Each child has his/her own individual space for storing personal belongings.

(3) Each early education classroom has its own restrooms with child-sized toilets and sinks. Classrooms have a drinking fountain, work sink, and waterproof countertop.

b. Specialized Rooms and Facilities [Refer to Common Standards.]

c. Classroom/School Accessibility

(1) The early education classrooms are near the kindergarten classrooms and are situated away from the main flow of school traffic.

(2) There is a separate entrance and exit to the suite or the individual classrooms.

(3) The early education classroom is located on the ground floor.

(4) There is access from the classrooms to a segregated playground.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) General classroom equipment shall include: tables of appropriate height, movable and easily joined or separated; chairs of different heights; dividers and shelves for storage of materials; bulletin boards, chalk boards, flannel boards; individual storage for each child's belongings; large wall clock.

(2) Media materials: screen; filmstrip making, kits, filmstrips, filmstrip projector; slides, slide projector; transparencies, overhead projector; films, movie projector.

(3) Access to a microcomputer.

(4) Specialized equipment for exceptional children is provided according to their individualized needs.

(5) Sufficient materials and supplies are provided to accommodate children's learning experiences in the following areas: blocks, building and construction, creative arts, dramatic play, language arts, library, manipulatives, mathematics, music, science, sand and water, outdoor play.

C. PROGRAM ASSURANCES

1. Student Evaluation

Individual records of the child's progress over time, what has been achieved and when, is kept and communciated to parents, early education team members and all grade level teachers.

2. Program Evaluation

Members of the early education team confer to determine program effectiveness, plan and revise the program of study for parents and children, conduct parent education, plan and implement support services and develop appropriate learning materials.

TRANSITIONAL KINDERGARTEN PROGRAMS

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Today's rapidly changing society and family composition dictate close cooperation between the home and educational system to maximize the potential for each child. Education should build upon a continuity of experiences from the home and throughout early childhood if the child is to benefit from these educational experiences. Many children, however, enter school from isolated areas and have had few educational experiences while other children develop at slower rates. A transitional year is provided after kindergarten to enable these children to become more successful when they enter first grade.

2. Program of Study

a. The program is designed to achieve physical, social/emotional, perceptual, and intellectual skills appropriate to each child's developmental level.

b. All learning for the individual child is based on the foundations of previous learnings.

c. Diagnostic-prescriptive approaches, based on the identification of skills and deficits on a developmental continuum, are necessary for continuous learning and progress.

d. Appropriate programming of learning experiences is designed to consolidate prior learnings with the next level of experience.

3. Learning Outcomes

Learning outcomes for the transitional kindergarten are derived from the program of study. They accommodate children's physical, social, emotional, perceptual and intellectual developmental levels and are sequenced to provide successful achievement for all children. They reflect an integrated, interdisciplinary approach to teaching and learning.

4. Co-curricular Activities (NA)

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) Comprehensive standardized readiness assessment, teacher, team judgment and parent's cooperation is used in determining children's placement in transitional kindergarten programs.

(2) Counties may designate one or more schools for the transitional kindergarten program and transport children to these schools, or children may remain in their home school.

2. Instructional Practices

a. Instruction is based on objectives derived from the continuous diagnostic assessment of each child with special emphasis on alternatives which accommodate individual learning styles (auditory, visual, tactile and/or kinesthetic).

b. The teacher provides for one-to-one instruction when appropriate.

3. Personnel

a. Instructional Staffing [Refer to Common Standards.]

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development [Refer to Common Standards.]

d. Support Staffing

(1) Aides are assigned full-time to each transitional kindergarten program.

(2) Occupational and physical therapists, language and speech therapists, counselors, school psychologists, nurses, and appropriate specialists for exceptional children support the transitional kindergarten program.

4. Facilities

a. Specialized Classroom Characteristics

(1) The facility has maximum natural light. A large portion of the classroom is carpeted and a large portion tiled for water, sand, woodworking and art activities. The room is acoustically treated.

(2) Each child has his/her own individual space for storing personal belongings.

(3) Each transitional kindergarten classroom has its own restrooms with child-sized toilets and sinks. Classrooms have a drinking fountain, work sink, and waterproof countertop.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) General classroom equipment: tables of appropriate height, movable and easily joined or separated; chairs of different heights; dividers and shelves for storage of materials; bulletin boards, chalk boards, flannel boards; individual storage for each child's belongings; large wall clock.

(2) Media materials: screen; filmstrip making, kits, filmstrips, filmstrip projector; slides, slide projector; transparencies, overhead projector; films, movie projector.

(3) Access to a microcomputer.

(4) Specialized equipment for exceptional children is provided according to their individualized needs.

(5) Sufficient materials and supplies are provided to accommodate children's learning experiences in the following areas: blocks, building and construction, creative arts, dramatic play, language arts, library, manipulatives, mathematics, music, science, sand and water, outdoor play.

C. PROGRAM ASSURANCES

1. Program Evaluation

a. There is a Transitional-Kindergarten team (kindergaren teachers and aides, transitional teachers and aides, special education personnel, support personnel [as needed]) that meets to determine program effectiveness, plan and revise the program of study for parents and children, conduct parent education, plan and implement support and curricular area services and develop appropriate learning materials.

b. Members of the Kindergarten-Transitional team confer with teachers in grades 1-4 to fully implement the total Early Childhood Education program.

CAREER EDUCATION

TO BE DEVELOPED

DRIVER EDUCATION

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

The driver education course includes instruction in the following areas: 1) the development of positive social interactions; 2) basic and advanced driving techniques; 3) emergency driving situations; 4) traffic regulations and laws; 5) natural laws which affect driving; 6) preventive maintenance of critical vehicle parts and systems; 7) highway, community and environmental features that aid the driver in avoiding accidents; 8) the identification of hazardous driving and roadway situations/conditions which could contribute to accidents; 9) signs, signals and highway markings that facilitate the safe operation of motor vehicles; 10) the characteristics of urban and rural driving, including the use of interstates and other modern highway systems; 11) pedestrian safety concepts; 12) alcohol and other drugs and their relationship to traffic accidents and/or traffic safety; 13) role of emotions and personality characteristics in relationship to traffic safety; 14) discussions/activities regarding the scope of traffic accident causes and accident prevention measures; 15) fuel and energy conservation; 16) impact of safety belt/restraining systems on injuries and fatalities; and 17) first-aid instruction.

2. Program of Study

a. Classroom and laboratory instruction includes development of perceptual skills.

b. A variety of actual on-street driving instruction/experiences are provided to enable the student to acquire essential knowledge and to develop the skills and habits for performing driving maneuvers under varied traffic and roadway environments.

c. The driver education course is organized and designed in such a manner that school systems provide a program equivalent to or surpassing one of the following approved programs.

   (1) 66 hours of classroom instruction; 8-18 hours of in-car observation; 6 hours of behind-the-wheel driving instruction per student under actual traffic conditions (or the equivalent when simulation or multiple vehicle laboratory instruction ranges are utilized). Total: 80-90 hours.

(2) 60 hours of classroom instruction; 6 hours of independent study; 8-18 hours of in-car observation; 6 hours of behind-the-wheel driving instruction per student under actual traffic conditions (or the equivalent when simulation or multiple vehicle laboratory instruction ranges are utilized). Total: 80-90 hours.

(3) 55 hours of classroom instruction; 11 hours of independent study; 8-18 hours of in-car observation; 6 hours of behind-the-wheel driving instruction per student under the actual traffic conditions (or the equivalent when simulation or multiple vehicle laboratory instruction ranges are utilized). Total: 80-90 hours.

(4) 50 hours of classroom instruction; 16 hours of independent study; 8-18 hours of in-car observation;6 hours of behind-the-wheel driving instruction per student under actual traffic conditions (or the equivalent when simulation or multiple vehicle laboratory instruction ranges are utilized). Total: 80-90 hours.

d. Each student is provided concurrent instruction in both the classroom and laboratory phases of instruction (i.e., during the same semester or term in which they are enrolled).

e. The course is accredited and provides a minimum one-half unit of high school credit.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement

(1) Students have the opportunity to enroll for driver education during the term (semester or year) they reach licensing age and prior to obtaining their operator's license.

(2) An eligible student is defined as one who will have reached age sixteen by the last scheduled date of the course and is in grades 9-12 during the period of enrollment. The student must not have a known mental or physical disability that would prevent the person from qualifying for an operator's license, unless the disability is controlled or corrected so the person could so qualify.

(3) Arrangements are made so that handicapped students eligible for enrollment can participate in all phases of the driver education program.

b. Time Allocation

(1) The amount of student behind-the-wheel driving practice/instruction time any student receives is based on the student's driving performance (whether a licensed or non-licensed motor vehicle operator) and achievement/mastery of learning outcomes.

(2) Not more than 2.5 hours of classroom instruction and one hour of behind-the-wheel instruction per student is provided during any 24-hour period.

(3) Actual driving experiences are scheduled so that students receive not more than one-half hour instruction per session.

(4) When a school provides a driver education program utilizing a Multi-vehicle Laboratory Instruction Range (MVLIR) the number of students scheduled for laboratory does not preclude the ability to provide the equivalent of six (6) hours on-street experience for each student enrolled with consideration to the 2:1 ratio. Two (2) hours of vehicle operation on the range is considered as one (1) hour on-street experience.

(5) Regardless of the total number of MVLIR hours provided each student, it is supplemented with at least two (2) hours driving instruction per student, other than parking, under real traffic conditions.

(6) When a school provides a driver education program utilizing a simulation laboratory, the time ratio for simulation instruction is 4:1, that is four (4) hours of simulation experience to each one (1) hour of behind-the-wheel driving instruction under actual highway traffic conditions. Twelve (12) hours are the maximum number of simulation hours that are applied toward driving instruction relative to the 4:1 ratio.

(7) The number of students scheduled for simulation laboratory instruction does not preclude the ability to also provide a minimum of three (3) hours of behind-the-wheel instruction under actual street and highway traffic conditions for each enrolled student.

(8) Student driving instruction is scheduled from the beginning until the conclusion of the program and includes driving experiences in inclement weather.

(9) Teacher effectiveness (and the safety of the student, instructor and general public) is not reduced by scheduling the teacher for an extensive and/or excessive number of periods in the laboratory phase of the driver education course.

c. Funding

(1) INSURANCE COVERAGE: County boards of education shall secure liability insurance coverage on all driver education vehicles.

(2) The minimum liability requirements are:

(a)	Bodily Injury Liability	$1,000,000 each occurrence 250,000 each person
(b)	Property Damage Liability	$100,000 each occurrence
(c)	Comprehensive	Full coverage - $250 deductible per vehicle
(d)	Uninsured Motorist Minimum required by state law	$20,000 each occurrence
(e)	Bodily Injury Liability	$40,000 each person
(f)	Property Damage	$10,000 each occurrence $300 deductible

2. Instructional Practices

a. Student on-street driving experiences are provided in a dual control vehicle with an approved driver education teacher actually occupying the seat beside the pupil.

b. Teachers use numerous innovative instructional approaches and activities to enable driver education students to achieve learning outcomes.

c. The amount of time the student shall spend in any learning activitiy is determined by the ability and progress of the student.

3. Personnel

a. Instructional Staffing

(1) Where driver education is provided to students with learning disabilities and/or physical handicaps, special consideration is given to a reduced teacher-pupil ratio and additional classroom and driving instruction.

(2) Teacher Criteria - The county employs teachers who meet the following conditions of approval:

(a) Possess good health and are free from impairment(s) that would adversely affect instruction and safety.

(b) Possess a valid automobile or chauffer's license and have held such license during the preceding three (3) years.

(c) Possess a satisfactory driving record confirmed and approved by the Department of Education through the Department of Motor Vehicles and/or the Department of Public Safety.

A satisfactory driving record is:

- one that is free from a conviction for a violation of traffic law, during the twelve (12) months immediately preceding a traffic records check, which resulted in a suspension or revocation of the driving privilege.

- one that contains not more than two (2) convictions for moving violations during the twelve (12) months immediately preceding the traffic records check.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development [Refer to Common Standards.]

d. Support Staffing

Two regional driver education specialists are employed to provide assistance to the local education agencies and the State Department of Education.

4. Facilities

a. Specialized Classroom Characteristics [Refer to Common Standards.]

b. Specialized Rooms and Facilities [Refer to Common Standards.]

c. Classroom/School Accessibility

The classroom and parking area is accessible to handicapped students operating wheelchairs.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies [Refer to common standards.]

b. Equipment

(1) Appropriate equipment and devices to enable the students to successfully compensate for their handicap(s) are provided in simulation units and driver education vehicles.

(2) Maintenance and inspection of vehicles is accomplished in accordance with recommendations in the owner's manual and the "Contract Between School Boards and Car Dealer."

(3) Driver education vehicle(s) are available at the beginning of the course.

(4) Dual control brakes are inspected when installed and at least biannually thereafter. A regular maintenance program is conducted.

(5) Additionally the vehicle has: 1) instructor's mirror; 2) sign designating the driver education car; 3) ice scraper; 4) chains and/or snowtires; 5) first-aid kits; and 6) flares.

(6) The classroom has: 1) visual testing equipment including color vision; 2) pscho-physical testing devices including a complex reaction time; 3) audiovisual equipment; 4) chalkboard and related supplies; 5) supplementary traffic safety publications; and 6) individual student driving records.

C. PROGRAM ASSURANCE

1. Student Evaluation

a. Appropriate evaluations are made before the student is enrolled in the course or at least during the first few days of the program before the student begins to drive. Questionable cases are referred to the school nurse, family physician and/or other support personnel.

b. All driving evaluation is performed by an instructor holding an endorsement for safety education including driver education.

c. Student classroom and in-car achievement records are maintained and made available upon request to the West Virginia Department of Education.

d. Driver Education Course Completion Certificates are awarded to students demonstrating mastery of specified learning outcomes in both the classroom and laboratory phases of the course.

e. The driver education teacher has final responsibility for evaluating the student's development, progress, achievement of driving skills and successful mastery of learning outcomes.

f. A minimum of two hours of rigorous and comprehensive testing/evaluation, while driving under a variety of traffic conditions, is provided each prelicensed driver education student.

g. Where special evaluation procedures are required, i.e., identification of specific disabilities of the handicapped that would affect safe driving performance, pre-driver education evaluations are made.

2. Program Evaluation

   a. Records pertaining to program costs are maintained.

   b. Program evaluation results are communicated to the appropriate individuals, organizations and institutions of higher education.

ALTERNATIVE LEARNING PROGRAMS

TO BE DEVELOPED

SUMMER SCHOOL/EXTENDED YEAR PROGRAMS

TO BE DEVELOPED

INSTITUTIONALIZED JUVENILE PROGRAMS

TO BE DEVELOPED

LIBRARY/MEDIA SUPPORT SERVICES

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

The availability of educational media materials and equipment, and the mastering of library/media skills is fundamental for citizens to effectively function in and with society. Today's technological society and today's explosion of information requires daily access to media and daily use of such skills as retrieving information, receiving information and utilizing information library/media skills are essential in all activities--at home, at work, during the leisure time and at the market place.

2. Support Program

a. A library/media program is an essential part of and vital to the total educational program. It provides vital support to curriculum, instruction and learning. The important role of a library/ media program is accomplished through:

(1) CURRICULAR SUPPORT by providing adequate and current materials (print, visual, auditory and tactile) in an organized fashion to support every area of the curriculum;

(2) INSTRUCTIONAL SUPPORT by providing instructional materials and equipment and guidance in the strategies and techniques for utilizing instructional resources to accommodate objectives of the curriculum; and

(3) LEARNING SUPPORT by providing adequate and current educational materials, equipment and environments which foster student learning.

b. To support curriculum, instruction and learning, a library/ media program provides materials, equipment, facilities, personnel and training for each area. In order to avoid costly duplication in the type of support provided, schools and counties are encouraged to integrate the support of the three areas as much as is feasible without jeopardizing the benefits to the students.

B. PROGRAM DELIVERY

1. Administrative Practices

a. Evaluation and Selection of Materials

(1) The basic objective of media (print and non-print) selection is to provide students with learning resources that support the curriculum and that meet the diversified interests, abilities and maturity levels of the students. Media stimulates thinking, provides facts and contributes to student growth.

(2) Students have access to media that enables them to make judgments and decisions relating to their daily lives. The material provided presents a diversity of viewpoints on controversial issues and includes the thinking and contribution of the many cultural, ethnic, and religious groups which constitute society in the United States.

(3) The county board of education has a policy which includes procedures for selection, evaluation and reconsideration of materials.

(4) In selecting materials for purchase, the media specialist evaluates the existing collection and consults: (a) reputable, unbiased, professionally prepared selection aids; (b) faculty members from all departments and/or all grade levels; (c) the media selection committee appointed by the principal to serve in an advisory capacity in the selection of materials; and (d) students from all grade levels where appropriate.

(5) Re-evaluation of Challenged Materials

(a) When materials are challenged the: 1) appropriate policies and procedures are followed, 2) parent or guardian has a child in the school where the complaint is filed, and 3) request is treated fairly and expeditiously.

(b) When a complaint about material is received, these procedures are followed: 1) the complainant completes a form requesting re-evaluation; 2) challenged material remains in circulation until a final decision has been reached; 3) a committee appointed by the principal reviews and re-evaluates the material. The committee is composed of at least the principal, a media specialist, a teacher, and a student when appropriate and any other qualified and concerned persons the principal may choose; 4) the committee re-evaluates the material objectively and in its full context in terms of the needs and interests of students, the school curriculum and the community as outlined in the official school policies and procedures for evaluation and selection of educational media; and 5) the committee reports its decision to the appropriate administrator who sees that implementation of the decision takes place. An appeal procedure is advisable. If established, the procedure permits the appointment of another committee at the county level, again representing the broad spectrum of the educational community. This committee reviews the work of the prior committee applying the process outlined above, and reports its decision to the county superintendent. All interested parties are notified in writing of the final decision.

(c) Collections are reviewed annually by the library/media specialist for their appropriateness in meeting curricular, instructional and learning needs.

b. Time Allotment

(1) Time is made available for all students to utilize materials for individual learning, project development and library/media skills instruction.

(2) The time provided is between 30-45 minutes for each early and middle childhood student per week and it shall be arranged to meet the needs of the student and the curriculum. This is not to include the time required for the regular checking in and out of material.

(3) The library/media center is not used for a regular classroom or study hall.

(4) Open scheduling is required for the adolescent students to meet their needs.

c. Funding

(1) To maintain the basic collection:

(a) For budget purposes, the collection includes all materials, equipment, and operational supplies. This figure does not include funds needed for such items as installation of expensive electronic facilities, general school supplies, delivery systems, security and insurance costs, plant and equipment maintenance, initial collections for new schools, school-adopted textbooks purchased for each student, salaries of media staff, public information programs, furniture and special laboratory equipment.

(b) Funds for initial collections of materials and equipment in newly established library/media centers are provided for capital outlay rather than from the amount recommended for annual per pupil expenditures for collections.

(c) Schools in which library/media centers collections do not meet current standards for size and quality receive additional funds to augment the annual budget until adequate collections have been built.

(d) The recommendation for annual expenditures takes into consideration materials and equipment needed to implement school programs which stress individualization, independent study, and inquiry. It also takes into consideration limited repairs and maintenance of audiovisual equipment and materials.

2. Professional Practice

a. The media specialist uses the following professional practices when selecting, storing, categorizing, and circulating materials.

(1) The collection supports the curriculum, caters to the interest of users, represents different points of view, provides intellectual and aesthetic stimulation, and responds to the professional needs of teachers.

(2) Sufficient duplication of titles is provided to satisfy user demands.

(3) Paperback books are purchased to satisfy users demands for particular titles, to provide less-used titles in an inexpensive format, and to respond to user preferences.

(4) Back issues of selected periodicals are readily available in the library/media center. Holdings that extend back more than five years are retained according to needs, discarded or replaced by microform editions.

(5) Free and inexpensive materials, selected with care, are included as appropriate.

(6) Provisions for appropriate indexing, storage, and equipment are made to ensure easy and dependable retrieval of items.

(7) Titles are selected on the basis of such established elements of evaluation as appeal and value for users, accuracy, currency, style, and quality of format.

(8) Criteria applied in evaluation of maps and globes include currency of features; appropriateness of scale, quality of drafting, engraving, and printing, clearly executed design that avoids confused appearance; clear typefaces.

(9) Consideration is given to appropriate processing and storage of materials in fragile formats by such means as laminating, mounting, or framing items.

(10) Satisfactory condition of materials is assured by a maintenance and distribution system that checks, rewinds, cleans and repairs each item after use.

(11) Auditory formats, offering content ranging from music to documentaries to drill materials, promote individualized development of listening skills and aural literacy.

(12) Materials selected meet high standards in quality of audio reproduction.

(13) Both commercially produced and locally developed games and toys are considered for inclusion in the collection.

(14) Items selected are sufficiently sturdy to withstand handling and examination by users.

(15) Preserved specimens are selected with consideration for accuracy of representation and motivational appeal to the user. Use of live specimens, where permitted, conforms with care to the rules, and recommendations of humane societies.

b. The media specialist uses the following professional practices when puchasing, storing and utilizing equipment.

(1) Equipment selection is based on quality of image reproduction, ease of operation, and durability.

(2) Both portable and stationary equipment is purchased.

(3) The relative emphasis given to sound versus silent projectors and viewers is based on the nature of the collection.

(4) Remote control attachments and lenses are provided to promote effective use and interaction in group settings.

(5) Care is taken to choose appropriate automatic slide projectors together with the most compatible and standardized dissolve units, synchronizers, and programming units. Choices made ensure both design and capability to do the job needed and ease in accomplishing it.

(6) Equipment selection emphasizes adequacy and reliability of equipment and availability of servicing and repair, as well as availability of spare parts.

(7) Selection of video playback equipment provides for standardization of formats, to facilitate development of collections of video materials.

(8) Projectors for auditoriums use are equipped with high intensity light capacity.

(9) Provisions are made for rear screen projection.

(10) Equipment is selected carefully to insure accurate, high quality reproduction of the original sound.

(11) Ease of equipment operation relative to intended use is considered in selection.

(12) Types and amounts of local production equipment needed in the school reflect the scope and amount of media production performed within the school and the availability of production services at the district level.

(13) Specialized equipment is selected on the basis of program needs and use requirements.

(14) Selection of equipment takes into consideration the alternatives currently available, reflecting changes in technology.

(15) School programs that emphasize filmmaking and photography require substantial increases in the collection of school-owned cameras and related equipment.

3. Personnel [Refer to Common Standards.]

4. Facilities

a. Specialized Classroom Characteristics

(1) Areas provided in the library for schools with 1,000 (or fewer) students are:

	AREAS		SPACE ALLOCATIONS
a.	Circulation (for display), exhibits copying equipment, card catalogs, periodical indexes, charging	Card or other catalogs be near reference collection or general reference areas.	600 sq. ft.
b.	Reading Browsing Listening Viewing	In elementary schools, a storytelling area is located away from noisy areas. At least 30 percent of the seating capacity provides for individual listening and viewing. The area is ducted and wired for power and coaxial cable distribution.	10 to 15 percent of enrollment at 40 sq. ft. per student (A minimum of 9 sq. ft. of floor space is required per single carrel.) Some carrels may take 15 sq. ft.

AREAS		SPACE ALLOCATIONS
c. Open access Materials Housing (Usually integrated into reading, browsing, listening, and viewing areas)	Shelving and materials housing in elementary schools is of a style and height appropriate for the age group. Type(s) and amount(s) of open access materials housing depend on whether intershelving of formats is planned or whether materials will be housed by format. Accommodation for all types of formats, including kits, games and realia, is planned.	Shelving and/or cabinets to accommodate a minimum of 20 items per student.
d. Small group listening, viewing and conference areas.		Minimum of 3 conference rooms of 150 sq. ft. each.
e. Administration and work space	Provision for shelving and storage of supplies. Requires sinks, running water, and electrical outlets. Increase amount of space if cataloging and processing are performed in the school.	Desk space for media staff as necessary. 300-400 Sq. Ft.
f. Equipment Storage, Distribution and Repair	Locate near corridor and freight elevator. Area may be combined; area equipment storage and distribution area. Additional space is required if major maintenance and repair is performed within the school.	600 Sq. Ft.
g. Media Production Laboratory	Provide housing for equipment and materials used in production, shelving and storage for supplies. Requires temperature and humidity controls, refrigeration, sinks, running water, electrial outlets, and counter space. Sound control is needed for audio production.	800 Sq. Ft. additional space in schools in which students produce materials.

AREAS		SPACE ALLOCATIONS
h. Darkroom		150-200 Sq. Ft.
i. Stacks, Magazine, and Newspaper Storage	Adequate lighting. Provide tables and seating as necessary, depending on types of materials stored in stacks. Consider space needed for microform readers and printers. Consider installation of copying equipment in this area.	600 Sq. Ft.
j. Computer Learning		Depends on nature of computer usage.

(2) Furniture in a library/media center is functional, yet aesthetically pleasing.

(3) The size of furniture and the height of shelving and storage units is determined by the ages of the students. Types of furniture include the following:

(a) CHAIRS: sturdy chairs, easy or lounge chairs; cushions, hassocks, or benches, stacking chairs are useful in multi-purpose areas.

(b) TABLES: sturdy tables for individuals and 2-4 students; informal, lounge-area tables, reference and periodical index tables, project tables for production and work areas, conference tables, typing tables, and counters needed in work areas.

(c) CARRELS: with listening and viewing capabilities.

(d) DESK AND CHAIRS: for media personnel, includes work stools for counter-height work stations.

(e) SPECIALIZED FURNITURE: circulation desk; book-return drop or bin; book carts, atlas and dictionary stands; vertical files, both legal and letter size; storage cabinets with locks for supplies and equipment; display shelves, cases, cabinets; bulletin boards.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) The building level quantitative standards supporting curriculum, instruction and learning have been combined to form these basic standards. The building level materials collections is based on a school of 500.

	Material	Early and Middle Childhood Education	Adolescent Education
a.	Books	8000 per school or 16 per student whichever is greater.	8000 per school or 16 per student whichever is greater.
b.	Periodicals and Microform	20 titles per school including professional journals. Schools with more than 150 students have a larger collection.	50-175 titles per school including professional journals. Schools with more than 200 students exceed 50.
c.	Newspaper	1 daily per school	3 titles per school with at least one daily. One local and one national.
d.	Filmstrips (per can) and Slides (per series)	500 per school or 1 per student whichever is greater.	500 per school or 1 per student whichever is greater.
e.	Audio Recording Tape/Disc Exclusive of recordings contained in kits.	300 per school or 1 per student whichever is larger.	300 per school or 1 per student whichever is larger.
f.	Resource File: Pamphlets, clippings, community needs, resources, etc.	1 per school Current collection covering a wide range of subjects to meet curriculum and learning needs.	1 per school
g.	Transparencies	To be purchased or produced to serve curricular needs. Plus a selection of subject matter masters or originals.	
h.	Art forms, posters, graphs, charts, pictures, study prints	300-400 items	300-400 items
i.	Maps and Globes	1 per teaching station Additional special maps and globes housed in library/media center	Sufficient to meet curricular needs.
j.	Programmed instructional material and kits	Sufficient to meet curricular needs.	

	Material	Early and Middle Childhood Education	Adolescent Education
k.	Models, realia games, toys, and tactile material	60-100 items	40-60 items
l.	Micro/mini-computer material	Available at school level.	Available at school level.
m.	16mm film/video tape commerically produced not recommended at building level due to expenses involved.	Access to county, regional, and state film libraries, (either free, loan or rental).	

b. Equipment

The building level equipment for a school of 500 includes:

	TEACHING STATIONS	CENTER
Audio Equipment Cassette Recorder and Player	1 per 2	30 or 1 per 16 users
Calculators	Sufficient to meet curricular needs.	
Camera Copy Stand	Access to	1
Chalkboard	1 per 1	1 Portable
Dry Mount Press w/Tacking Iron		1
Duplicating Equipment		1
Extension Cord	1 per 1	10
Filmstrip Projector	1 per 2	2
Filmstrip Viewers		10 or 1 per 50 users
Head Sets		1 per audio equipment
Listening Station w/Multi Head Sets	Sufficient to meet curricular needs.	1 per 100 users
Micro/minicomputers	Sufficient to meet curricular needs.	2 for student use and 1 for Library/ media management

	TEACHING STATIONS	CENTER
Opaque		1 or 1 per floor
Overhead Projector	1 per 2	2
Paper Cutter		1
Projection Carts	1 per 5 or sufficient to meet instructional needs	5
Radio		1
Screens	1 per 1	2 Portable
16mm Projector	1 per 6 Projection facilities and equipment are used by both faculty and students.	2
Slide Projector		2
Slide Sorter		1
Slide Viewer		2
Televisions	1 per 3 or sufficient to meet curricular needs	1
Thermal Copier		1
35mm Camera	Access to	1
Typewriter/Lettering System		1
Video Cassette Recorder and Camera Unit		1
Work Table		1

C. PROGRAM ASSURANCE

1. Student Evaluation [Refer to Common Standards.]

2. Program Evaluation

   a. The county has a written plan for developing and maintaining a library/media program in each school to meet the learning needs of the students and instructional needs of the teachers.

   b. Each county and school curriculum committee has a library/media specialist as a member.

CURRICULUM SUPPORT SERVICES

A. PROGRAM DEFINITION

1. Introduction

The function of the library/media program in relationship to the curriculum is to provide adequate and current materials, which allow curriculum designs offering broad alternatives in content, methods and levels of participation.

2. Support Services

a. General curriculum requirements are specified by the West Virginia Board of Education. However, within schools, programs may vary.

b. The library/media program is designed by each school to support the basic curriculum and additional areas of emphasis.

3. Learning Outcomes (NA)

4. Co-curricular Activities (NA)

B. PROGRAM DELIVERY

1. Administrative Practices [Refer to Common Standards.]

2. Professional Practices

a. All materials are organized by the Dewey Decimal Classification System so that the materials are easily accessible to all students and teachers.

b. To ensure maximum utilization, a circulation system is implemented to meet the needs of the users.

3. Personnel [Refer to Common Standards.]

4. Facilities [Refer to Common Standards.]

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) The School Based Collection

(a) Curriculum subject areas are listed with corresponding Dewey Decimal numbers. The percentage of the collection suggested for each subject area is indicated. To determine the percentage, the total collection (print, visual, auditory, and tactile) is counted. Each volume is counted separately and each kit is counted as one.

(b) The range of the recommended percentages as suggested for the base collection is as follows. Please note that special collections are not included in the percentage count.

Percentages for Base Collection

Subject Areas	Dewey Decimal	Early & Middle Childhood Education	Adolescent Education
Reference & Encylopedias		2%-5%	5%-10%
General Works	(000-99)	1%-2%	1%-2%
Social Studies Including Philosophy, Religion, History, Geography,	(100-399 & 900-919 929-999)	12%-18%	21%-23%
Biography	(920-928)	6%-10%	7%-9%
Foreign Languages	(430-499)	0.5%-1.5%	1%-3%
Language Arts	(400-429 & 800-899)	4%-6%	9%-11%
Science and Math	(500-599)	7%-11%	9%-11%
Vocational Subjects	(600-609 & 620-699)	4%-6%	9%-11%
Health and Physical Education	(610-619 & 793-799)	3%-6%	2%-4%
Art and Music	(700-792)	4%-6%	4%-6%
Fiction (Including Easy)		35%-45%	22%-25%
Special Collections		NOT INCLUDED	

(3) County and Regional Level Materials

The county library/media program provides additional material to individual schools. These materials and equipment meet one or more of the following criteria: too expensive for each school to afford; insufficient quantity, i.e., 16mm films; infrequently used; rare, e.g., certain specimens and museum objects not available in duplicate; needed on a temporary basis, e.g., equipment to replace school-owned equipment being repaired; and, provided for examination and consideration for purchase, e.g., new materials and equipment included in a county educational media selection center.

INSTRUCTIONAL SUPPORT SERVICES

A. PROGRAM DEFINITION

1. Introduction

In order to accommodate different instructional styles, the library/media program provides materials, equipment, and inservice training for teachers.

2. Support Services

Teachers are able to produce instructional materials as needed.

3. Learning Outcomes (NA)

4. Co-curricular Activities (NA)

B. PROGRAM DELIVERY

1. Administrative Practices [Refer to Common Standards.]

2. Professional Practices [Refer to Common Standards.]

3. Personnel

a. Professional Staffing

A library/media specialist is available to train and assist teachers in the production of materials.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

Inservice is provided to assist teachers in gaining competencies in: (a) utilizing various teaching strategies and techniques; (b) utilizing a wide variety of materials and equipment; (c) retrieving and receiving information; and (d) integrating print, visual, auditory, and tactile material in the instructional process.

d. Support Staffing [Refer to Common Standards.]

4. Facilities [Refer to Common Standards.]

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Teachers also have access to 16mm films and to other materials available from a county/regional center.

(2) Professional Materials

(a) The professional collection at the county level provides county and school personnel access to educational materials.

(b) The county collection of professional materials is complimented by smaller collections in individual schools housed in the library/media center.

(c) The professional collection includes the following types of resources: books including basic reference books in education and related fields; periodicals and periodical indexes; selection tools that index, evaluate and review instructional material and equipment; vendor's catalogs and brochures; index of community resources; information on professional organizations and forthcoming meetings, programs, etc; government documents and pamphlets; and, audio-visual materials such as films, filmstrips, video and audio tapes.

b. Equipment

The equipment listed is available at either the building or county level to assist teachers in the production of instructional materials: audio tape recorder, copy camera and stand, drymount press/ laminator, duplicating equipment, lettering devices, typewriters - primary and standard type, large paper cutter, thermal copier, 35mm camera, video tape cassette/ recorder, camera unit, monitor, and work table.

LEARNING SUPPORT SERVICES

A. PROGRAM DEFINITION

1. Introduction

The learning support component of the library/media program most directly affects the students. It provides students with the opportunity to achieve satisfying and rewarding experiences in reading, listening and viewing and to advance in the use of these literacies.

2. Support Services [Refer to Common Standards.]

3. Learning Outcomes (NA)

4. Co-curricular Activities (NA)

B. PROGRAM DELIVERY

1. Administrative Practices [Refer to Common Standards.]

2. Professional Practices

A circulation system is implemented to ensure easy accessibility of all materials. The system is efficient and economical.

3. Personnel

a. Professional Staffing [Refer to Common Standards.]

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

Students receive necessary assistance and instruction in the use of materials including instruction for producing their own material for use in the school setting.

d. Support Staffing [Refer to Common Standards.]

4. Facilities [Refer to Common Standards.]

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

The School Based Collection - A wide variety of material is provided for learning support at the building level. The material required for curriculum support also provides support for the learning process.

b. Equipment

A wide variety of equipment is available at the building level to the student to ensure the usability of the material. A wide variety of production equipment and supplies for teachers and students is also available.

COUNSELING AND GUIDANCE

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Guidance is a vital component of education with comprehensive development guidance programs designed to assist all students with the identification and realization of social, vocational and educational goals. Guidance provides evidence of concerted, cooperative efforts on the part of education to prepare learners to function more effectively in the educational setting, community, society and culture of their choice.

Comprehensive guidance programs are based on the following eight assumptions: (1) the program is student centered, based on student needs/desired outcomes; (2) all students benefit from the program; (3) the program is consistently implemented across student populations; (4) the program is articulated throughout the student's enrollment; (5) the program is developmental; (6) the emphasis is on providing students the knowledge and skills to participate in their own development; (7) interventions are growth and development oriented rather than problem oriented; and (8) the counselor is accountable for the outcome of program implementation.

Counseling and guidance stresses the need to assist the total student population in any given school.

2. Support Program

The following four goals have been used as the basis for developing comprehensive guidance programs.

1. To assist learners in the development of self-understanding and positive self-concept.
2. To assist learners in the development of effective interpersonal relationships.
3. To assist learners in the development of skills needed for effective decision-making.
4. To assist learners in acquiring an awareness of their environment as it relates to personal, social, career and academic development.

3. Learning Outcomes (NA)

4. Co-curricular Activities (NA)

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement [Refer to Common Standards.]

b. Time

(1) Guidance counselors spend all of their professional time performing activities which are directly related to the guidance and counseling program. This does not include administrative and clerical duties such as attendance record keeping, developing the master schedule assigning disciplinary action, etc.

(2) The counselor has extended time employment and is available to students and parents during the summer months.

(3) At various levels and different geographic locations the amount of time and emphasis placed on various guidance functions may be different, such as elementary counselors may spend more time than secondary counselors consulting with parents or secondary counselors may spend more time than elemenary counselors disseminating occupational and educational information.

b. Funding

Funds are made available to implement and operate a comprehensive guidance and counseling program as described in these standards.

2. Professional Practices

a. The student is excused from regularly scheduled classes for a reasonable amount of time to participate in guidance and counseling activities.

b. School counselor uses counseling, consultation and coordination in providing a systematic, sequential guidance and counseling program that serves the developmental and remedial needs of students at elementary, junior high and senior high school levels.

(1) School counselors use counseling practices to provide for individual counseling for personal growth and self-understanding; individual counseling for educational and career planning; crisis intervention for students who have serious, urgent or chronic problems; group counseling experiences for educational and career planning; group guidance activities for personal growth and self-understanding; and group guidance activities for educational and career planning.

(2) School counselors use consultation practices to confer with parents regarding student and parental needs; consult with teachers in developing strategies for classroom management and student discipline; serve as a resource person to teachers in developing guidance units for curricular areas; serve as liaison with the Department of Pupil Services and as a member of the School Based Assistance Team; provide leadership in planning and implementing career development experiences; contribute to curriculum development; participate in ongoing studies related to student needs; and assist in the screening and placement of students in appropriate classes, vocational/technical schools and alternate educational programs.

(3) School counselors use coordination practices for development of an annual written plan for guidance and counseling which includes objectives, activities and evaluation procedures; seeking input from staff, students and parents in planning the guidance and counseling program; providing inservice programs from the guidance and counseling program; providing inservice programs from the guidance perspective for the staff; coordinating the referral of students to pupil services and to community agencies; establishing and maintaining ongoing liaison with personnal in other educational institutions and in community-based programs; factilitating student transition from one level to the next (K to post-secondary); using a variety of methods to collect and disseminate guidance information; conducting developmental group guidance activities such as field trips, orientation programs, financial aid and programs, Career Days and College/Vocational Fairs; coordinating the student assessment program; and conducting follow-up studies.

d. School counselors use needs assessment information, to collaborate with the school staff and significant others in planning and implementing a guidance and counseling program that serves students in the educational, career and social domains.

e. School counselors communicate to parents and to the community-at-large the guidance goals, program content and processes and seeks parental and community support in planning and implementing the guidance and counseling program.

3. Personnel

a. Professional Staffing

The county provides professionally, certified counselors to implement guidance and counseling services in the county. Certified special needs counselors and certified vocational counselors are provided to implement those programs.

(1) Guidance services provided by a certified school counselor are available to every student in grades, K-12.

(2) Special needs counselors provide services for special needs students.

(3) Vocational counselors are located in every vocational school and in every other facility which offers prevocational exploration programs and/or five (5) additional vocational programs.

c. Professional Development

In addition to legal requirements for continung education, counselors are provided meaningful continuing education for one-half day per month, designed to specifically meet their needs.

c. Support Staffing

(1) Clerical and paraprofessional staff are employed to complement the delivery of comprehensive guidance and counseling services.

(2) Competent clerical and secretarial staff are needed to perform certain routine assignments such as filing communications, reporting, scheduling appointments, maintaining reference materials and keeping records up-to-date.

4. Facilities

The nature of the counseling process and the goals of the counseling program require office space and access to facilities that contribute to accomplishment of objectives. The facilities contribute to the development of attitudes of confidentiality, trust and professionalism between counselors, learners, school personnel and parents. The guidance complex should include ample working space for clerical and paraprofessional staff and should be located near the central flow of traffic.

a. Facilities are available for counselors to provide effective guidance services.

(1) Space to conduct classroom or large group (15-25) guidance and counseling sessions.

(2) Space to conduct small group (6-8) guidance and counseling sessions.

(3) Space in the counselor's office to conduct individual sessions with learners, parents, teachers and other school personnel. The counselor's office should be large enough to seat three persons and be furnished to facilitate the interaction of learners, parents and teachers.

b. Equipment and facilities ensure implementation of a full range of guidance services.

(1) Appropriate space is available in the media center for independent study and small group activities.

(2) Waiting room and display furniture allows for collection and organization of current information concerning personal, educational and career concerns separate from the counseling area.

c. Space for audiovisual equipment and materials shall exist in the media center.

(1) Appropriate audiovisual equipment.

(2) Sufficient copies of tapes for multiple viewing/listening.

(3) Adequate reading materials.

(4) Detailed instructions for utilization of the various information materials and equipment.

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Comprehensive information systems (print, computer-based, audiovisual) necessary for educational-vocational planning and decision-making.

(2) Materials needed for assessment of personal characteristics, e.g., competencies, interests, aptitudes, career maturity for personal use in such areas as course selection, post-high school planning and career choices.

(3) Appropriate kits, books, films and other materials and equipment needed to implement the established counseling and guidance programs.

C. PROGRAM ASSURANCE

1. Student Evaluation [Refer to Common Standards.]

2. Program Evaluation

a. Each county has an approved plan for a comprehensive guidance program.

b. Each county has a Guidance Advisory Committee consisting of counselors, teachers, community leaders, administrators and representatives of related agencies and students.

c. Evaluative data collected for program modification is an ongoing process conducted in order to generate information so that programs remain current and effective. The data provides the basis for continuous modification of the guidance program and facilities and enables appropriate decisions to be made in accordance with goals, needs and resources.

d. Evaluations and Program Renewal - Continuous evaluation gives direction to inevitable change and permits the change process to be designed around the needs of learners. Evaluation is a process which consists of: 1) Identifying the program objectives and provisions which are desired; 2) Collecting and organizing information to assess present status of attainment of those objectives and provisions; 3) Judging the adequacies of the program's present status; and 4) Making decisions about program improvement.

The process of evaluation assists in making decisions for improving the comprehensive guidance program, assists administrators, counselors and teachers in developing mutual understanding and responsibilities about the guidance objectives and activities; and assists in organizing relevant information which can be communicated to various publics concerning the objectives, activities, accomplishments and needs of the county guidance program.

e. The administrative staff and the counselors use information from the assessments to make decisions about whether to continue, modify or discontinue specific program components.

f. The county superintendent assists the counselors and the county guidance supervisor to develop a process of self-assessment, self-study and individual decision-making procedures and skills.

g. Yearly evaluation of all components of the comprehensive guidance plan is conducted to determine the degree to which program objectives are met.

h. Guidance program personnel are evaluated according to identified and accepted counselor competency standards by other counselors and peer review including the county guidance supervisor, principals, teachers, community members and learners.

SOCIAL SERVICES AND ATTENDANCE

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

Social service and attendance is an integral component of the total educational process. The West Virginia Code requires compulsory attendance between the ages of seven and sixteen. For assuring compliance with this law, counties employ attendance directors and assistants.

It is the legal responsibility of attendance personnel to promote regular school attendance. They collaborate with other school staff, family and community resources to assist students in overcoming barriers to school attendance.

2. Support Programs

a. The social service and attendance program approved by the West Virginia Board of Education is available to those students who are having attendance related problems in the public schools of West Virginia.

b. The social service and attendance program establishes a close liaison between the home, the school and community agencies in resolving problems of school adjustment and attendance.

c. The social service and attendance program provides for the direct or indirect individual, family and group counseling for prevention and correction of school, home, social, and personal adjustment problems as well as physical problems directly related to learning disabilities and irregular school attendance.

d. School social service and attendance is considered an integral part of the total educational process. Professional personnel employed in this area collaborate with other school staff, family and community resources to assist the student in finding ways to overcome barriers to school attendance.

e. The program is student centered, based on student needs.

f. Program emphasis is based on correcting irregular attendance.

g. School social service and attendance staff are responsible for the administration of such programs.

3. Learning Outcomes (NA)

4. Co-curricular Activities (NA)

B. PROGRAM DELIVERY

1. Administrative Practices

a. Social service and attendance workers are members of the Student Support Services Team and their offices are located in close proximity to one another.

b. Schools assigned to each social service and attendance worker are located in close proximity.

c. Each county has a designated attendance officer within each school (principal, assistant principal or other) who makes referrals to the attendance director and assistant attendance director.

d. Each teacher within a county has an up-to-date register regarding the school attendance of students assigned to him/her.

e. The attendance and social workers maintain confidentiality and disclosure of attendance records by following prescribed county, state and federal policies.

f. Each county maintains records regarding work permits and exemptions granted.

g. Each county maintains records regarding compulsory school-age students receiving homebound instruction or instruction in a private, parochial or other approved school.

h. Each county maintains copies of CA-2 forms (Notice of Unexcused Absence from School) which have been served on parents or guardians pursuant to further legal action.

i. Each county has attendance records on file regarding students referred for illegal and/or excessive absences.

j. Each county has attendance records on file regarding students for whom magistrate and/or juvenile court action was pursued.

k. Each county has student permanent records which indicate students' yearly attendance record (total days absent, present and non-member).

l. Funding

(1) The county provides mileage and maintenance reimbursement for use of personal car or access to a county vehicle.

(2) The county provides reimbursement for expenses incurred while conducting agency business.

2. Professional Practices

a. School Social Service and Attendance personnel spend their professional time performing activities which directly relate to school social work and attendance.

b. The proportion of time spent on various roles and functions is determined by individual needs of students, parents and school personnel.

c. School personnel make prompt daily reports to the county social service and attendance worker for all cases of unexcused absences.

d. The student is excused from regularly scheduled classes for a reasonable period of time at the discretion of the attendance and social service person, for juvenile court appearances, informal hearings with juvenile authorities, family conferences within the home, referral to outside agencies, in-school conferences, etc.

e. The social service and attendance workers identify trends in behavior, concerns and climate within a school population and utilize these trends in cooperating with school personnel in developing a success-oriented school experience.

f. Using referral information provided by the school and/or the student's family, the school social service/attendance worker develops and implements a plan of assistance for those students who are, or are suspected of being illegally absent from school or are having difficulty attending school regularly.

g. School social service/attendance personnel use the following practices:

   (1) Function as a liaison between the school, home and community resources in resolving problems of school adjustment and attendance.

   (2) Establish open communication through direct contact with the home (home visit) to enhance parental involvement with the student's situation in the school and community.

   (3) Assist the student, family and school in crisis situations by reducing tensions, providing support and offering alternatives for action.

   (4) Serve as a student advocate to ensure that the student's educational, legal and personal rights are not violated.

   (5) Make referrals to existing community agencies for intervention in the areas of substance abuse, family violence, runaway, individual and family counseling, conflicts with the law and other areas of stress for the student and his/her family.

(6) Provide information regarding and facilitate the use of resources for clothing, nutritional and health needs.

(7) Observe confidentiality at all times.

(8) Work cooperatively with the building principal and/or other school staff identified to deal with attendance social service related issues.

(9) Confer with referred students in the school setting. These conferences may be private or held in the presence of other school personnel.

(10) Confer with parents or significant others of referred students in the school setting. These conferences may be private or held in the presence of the student and other school staff.

(11) Confer with individual teachers regarding referred students when preparing a plan of assistance or whenever a need for such a consultation exists.

(12) Confer with dropout prone students and their parents.

(13) Assist with inservice training of classroom teachers, principals and other staff directed toward preventative or remedial action for pupils with recognized or incipient attendance related problems.

(14) Assist teachers and principals in early identification and reporting of attendance related problems.

(15) Participate in the development and implementation of alternative educational programs to meet the individual needs of the student.

(16) Provide attendance/school social work assistance to educationally disadvantaged children who have physical, emotional and/or mental handicaps for maximum educational achievement.

(17) Pursue legal measures in accordance with laws of the State of West Virginia related to school attendance.

(18) Keep sufficient records and documentation to satisfy legal purposes, research and evaluation; utilizing standardized forms whenever possible.

(19) Submit to the West Virginia Department of Education and to the county superintendent West Virginia Department of Education Form CA-1, "Monthly Report of County Director of School Attendance/Social Services to the County Superintendent and West Virginia Department of Education."

(20) Have access to personal files and records of students.

(21) Accept referrals from the West Virginia Schools for the Deaf and Blind, and maintains attendance records on said referrals, etc.

(22) Coordinate the implementation of the county's student attendance policy.

3. Personnel

a. Professional Staffing

(1) Each county employs an attendance director who devotes full time to attendance/social service related duties.

(2) Each county employs such assistant directors of attendance/social services as needed.

(3) There are adequate attendance and social service worker personnel to serve student populations.

(4) The social service and attendance workers possess a knowledge of the duties and responsibilities of a school social worker and director or assistant director of attendance.

(5) All social services and attendance directors/assistant directors/workers must be certified by the West Virginia Department of Education, or currently working towards such certification.

(6) The director of attendance and social services is directly responsible to the superintendent of schools.

(7) The county attendance director and assistant directors devote full time to their duties as a school official and is responsible under the direction of the county superintendent for the efficient administration of school attendance for the county. In addition to those duties related to the administration of attendance, the county attendance director and assistant directors perform the following duties:

(a) Assist in directing the taking of the school census to see that it is taken at the time and in the manner provided by law;

(b) Advise with principals and teachers on the comparison of school census and enrollment for the detection of possible non-enrollees;

(c) Cooperate with existing state and federal agencies charged with the enforcement of child labor laws;

(d) Prepare a report for submission by the county superintendent to the State Superintendent of Schools on school attendance, at such times and in such detail as may be required; also, file with the county superintendent and county board of education at the close of each month a report showing activities of the school attendance office and the status of attendance in the county at the time;

(e) Promote attendance in the county by the compilation of data for schools and by furnishing suggestions and recommendations for publication through school bulletins and the press, or for such purposes as the county superintendent may direct;

(f) Participate in school functions such as parent-teacher associations, civic meetings, club meetings and teachers' conferences;

(g) Assist in such other ways as the county superintendent may direct for improving school attendance.

(h) The school social worker/attendance director or assistant director possesses a knowledge of the duties and responsibilities inherent in his/her position and work with the identified student, his/her family and the school providing services outlined in these Standards for Social Services and Attendance.

b. Supervisory/Administrative Staffing [Refer to Common Standards.]

c. Professional Development

(1) Participation in professional development activities is effected by ensuring that:

(a) Upgrading of skills through educational programs, professional meetings and workshops is encouraged on the county and state level.

(2) Attendance/school social work staff are provided meaningful and pertinent inservice/continuing education.

d. Support Staffing

(1) Clerical staff are available to attendance/school social services personnel.

(2) Necessary space, materials and equipment are made available to clerical staff in order to provide services to attendance/school social services personnel.

4. Facilities

a. Specialized Classroom Characteristics (NA)

b. Specialized Rooms and Facilities

(1) Adequate space is provided within each school for individual conferences with students and/or conferences with parents and staff.

(2) Such space is quiet, free from interruption and adequately furnished to facilitate conferences.

c. Classroom/School Accessibility [Refer to Common Standards.]

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Access to county equipment includes but is not limited to: visual aid equipment, recorder, copying machine, library material for reference and current publications and journals.

C. PROGRAM ASSURANCES

1. Student Evaluation

a. Each school has a pupil services team/school based assistance team (of which the school attendance worker is a member) to analyze student progress through an interdisciplinary approach.

b. Following social work efforts, students' attendance is assessed by observing attendance patterns. This assessment is made by teachers, principals, assistant principals, parents, students, community agencies and others' input.

c. Student evaluation - school or county-wide - is assessed by a negative or positive change in average daily attendance.

d. Student evaluation includes assessing the extent to which potential or actual dropouts who receive social work services remain or return to school or complete the GED.

e. Social work efforts along with other efforts designed to decrease the county's overall dropout rate are assessed by the county's dropout rate.

f. Student evaluation is assessed by:

(1) number of compulsory school-age children not enrolled;

(2) through course grades, statewide test scores, etc.; and

(3) number of appropriate referrals to school and/or community resources such as alternative school, Health Department, or Welfare Department.

2. Program Evaluation

Evaluation includes an assessment of the following objectives:

a. Each county has an approved comprehensive attendance program.

b. Each county has an attendance and dropout policy.

c. Each county has monthly and yearly county attendance reports on file with the county superintendent [Board of Education].

d. Each school has a pupil services team, of which the school attendance worker is a member, to consider student cases through the multi-disciplinary approach.

e. Each county school system organizes an interagency committee to coordinate juvenile services.

SCHOOL PSYCHOLOGICAL SERVICES

All common standards apply to this program.

A. PROGRAM DEFINITION

1. Introduction

School psychology is the application of scientifically based principles of psychological and educational theory and methods in the educational system. School Psychological Services facilitate the interpersonal and academic development of all students, foster the social and emotional health of students and school personnel and increase community awareness of the developmental, educational and mental health needs of children.

2. Support Program

a. School psychological services are available to all students, teachers, other school personnel and parents, including those in regular education, vocational education and special education.

b. School psychological services at the county and school levels are based upon the program for school psychological services approved by the West Virginia Board of Education.

c. School psychological services are comprised of but not limited to the following areas of professional practice:

(1) Assessment - including the gathering, interpreting and communicating of information derived from the assessment process.

(2) Intervention - including counseling (individual and group), behavioral interventions and crisis intervention.

(3) Consultation - including collaboration with individual and/or groups of school personnel, parents and representatives of community agencies.

(4) Education - including parent training, school in-service and community education.

(5) Facilitation - including being available to facilitate useful communication between diverse groups of people separated by institutional, bureaucratic, educational or other barriers.

(6) Program Planning, Research and Development - including program development, program implementation, program evaluation and problem solving for organizational decision making.

(7) Supervision - including the supervision of intern school psychologists, other school psychologists and personnel contracted to provide psychological and/or psycho-educational assessment data.

3. Learning Outcomes (NA)

4. Co-curricular Activities (NA)

B. PROGRAM DELIVERY

1. Administrative Practices

a. Placement [Refer to Common Standards.]

b. Time Allocation

(1) The school psychologist's time should be divided between his/her duties and responsibilities according to the priorities that he/she and the county school system have established.

(2) School psychological services require the allocation of time for each of the seven areas of professional practice, with sufficient time for planning, report writing and organizational activities.

c. Funding [Refer to Common Standards.]

2. Professional Practices

a. School Psychological Services are provided within the framework of the ethical standards of the profession.

b. County school psychologists implement the Program of School Psychological Services as defined in these standards.

c. The school psychologist considers the affective, cognitive, psycho-motor and career education needs of students and addresses each area in written reports.

d. School psychologists provide preventive and therapeutic services on an individual, group and/or classroom basis.

e. School psychologists use observation, review of records, tests, interactions with students, work samples and teacher/parent conferences in the assessment of students.

f. School psychologists assist teachers and other school personnel to use assessment information to identify appropriate learning outcomes and learning styles that contribute to direct instruction, modified and/or remedial program development, IEP development, etc.

g. There is planned communication and coordination/collaboration between school psychologists and other student support services personnel, such as counselors, attendance/social workers, school health personnel and therapists (physical, occupational, music and art).

h. There are opportunities to communicate with school staffs, building administrators, curriculum specialists, county office personnel and community agencies.

3. Personnel

a. Professional Staffing

(1) The county school system provides professional school psychologists certified by the West Virginia Department of Education to implement school psychological services in the county.

(2) The county either has on its staff or contracts for qualified school psychologists who are appropriately trained in assessment and program planning for low incidence exceptional students, i.e., hearing impaired, visually impaired, deaf-blind, physically handicapped and autistic.

(3) The school psychologists within the county work cooperatively with the West Virginia Department of Education and institutions of higher education.

b. Supervisory/Administrative Staffing

When two or more school psychologists serve a county, one is given responsibility for coordination of services. This person is given sufficient time to fulfill these responsibilities.

c. Professional Development

(1) School psychologists have the opportunity to observe other school psychologists in the delivery of school psychological services.

(2) Professional development programs for school psychologists in the use of new diagnostic and prescriptive techniques and practices are available through county, state and/or professional associations.

d. Support Staffing [Refer to Common Standards.]

4. Facilities

a. Specialized Classroom Characteristics (NA)

b. Specialized Rooms and Facilities

(1) Specialized one-way observation rooms (with blinds and audio) are available within the county for training purposes.

(2) Private office space is provided for each school psychologist.

(3) Private office space contains the furniture and equipment necessary for effective services (e.g., a desk, filing cabinet(s) with locks, bookcase(s), dictating equipment, a tape recorder, side chairs and a telephone with one or more outside lines).

5. Instructional Materials, Supplies and Equipment

a. Materials and Supplies

(1) Psychological services have direct and easy access to county equipment such as computers, word processors, audio-visual equipment, duplicators, typewriters, and calculators.

(2) School psychologists have access to sufficient materials and supplies for provision of high quality school psychological services, such as current tests, manuals, protocols, books, parent training materials/kits, etc.

C. PROGRAM ASSURANCES

1. Student Evaluation [Refer to Common Standards.]

2. Program Evaluation

School psychologists periodically obtain feedback from clients who have received services (i.e., administrators, teachers, parents, students). Feedback information is used to improve School Psychological Services.

STANDARDS FOR SCHOOL HEALTH SERVICES

INTRODUCTION

Good health is essential to good learning. Over the past several decades public school systems across the nation have demonstrated their belief in this fact by developing comprehensive school health programs as an integral part of the educational process.

The standards for school health services contained in this document define high quality school health services, describe how school health services should be provided, and contain a set of assurances by which the effectiveness of the program can be measured.

School health services are an integral part of a total school health program which includes health education and a healthful school environment. The total school health program should also be carefully coordinated with other student support services such as guidance, psychological services, school nutrition and special education services.

At the current time, school health services are severely limited at the county and school levels. Many counties rely solely on contracted services from the county public health department and adequate facilities do not exist in most schools.

At least three areas need immediate attention in order to put such a program in place. The first is the establishment of state level staff to develop detailed guidelines to implement the school health services standards and provide direction and support at the county level. The second major effort involves the provision of county level school health services staff. The third effort relates to the provision of facilities at the school level.

School health services programs are part of the educational process, providing early identification of health problems and follow-up activities to assure appropriate health/medical care. Emphasis is placed on preventive services and health education that reduce absenteeism and academic failure. This program provides health services, health instruction and health counseling based on the belief that the student must be in a healthy state physically, emotionally and socially to be receptive to a productive learning experience.

A. Program Definition

1. The school health services program is part of the student support services system and coordinates its activities with the total school program.

2. School health services are provided for all students, and selected health services are provided for school personnel.

3. The county plan for school health services is approved by the West Virginia Board of Education. This plan includes all school health services mandated by statute or policy and reflects community needs.

4. The school health services program provides:

    a. appropriate health screening procedures and health education to promote good health and prevent disease.

    b. health counseling to assist students, parents, and school personnel in making knowledgeable decisions about their health.

    c referrals to appropriate health care providers and follow-up services for correction, remediation, and/or adjustment to the school environment.

    d. health education for staff and students with emphasis on health promotion and disease prevention.

    e. consultation in the development of the student health curriculum.

    f. consultation for maintenance of a healthful school environment.

6 5. The providers of school health services may include the school nurse;* dental hygienist;** medical, psychiatric and dental consultants; and county coordinator/director of student health services. Physical therapists, occupational therapists, audiologists, and other health care providers, if not employed by the county board of education, may be under contract for specific health services.

6. The school health services program meets the needs of exceptional students.

7. School health services personnel cooperate in community health planning.

8. School health services personnel maintain current school health records of each student.

9. School health services personnel participate in developing, evaluating, revising, and implementing health policies and programs.

10. School health services personnel respect the rights of those whom they serve and observe all regulations pertaining to confidentiality and privacy.

11. School health services personnel provide for emergency care/first aid (eg. CPR) and training of personnel in approved first aid methods.

B. Program Delivery

1. Program Time

a. Professional Time.

(1) School health services personnel spend their professional time performing their duties as defined in the school health services program.

(2) The proportion of time on various roles and functions is determined by the needs of the population to be served.

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* School Nurse - as used in this document, school nurse means a registered professional nurse certified by the West Virginia Department of Education.

** Dental Hygienist - as used in this document, dental hygienist means a registered dental hygienist certified by the West Virginia Department of Education.

b. Student Time.

(1) Students are excused from school activities for a reasonable amount of time to participate in health related activities.

2. School Size/Caseload

a. The county board of education provides a school nurse as coordinator/director of health services. Additional coordinating/directing services are provided when the school health service staff exceeds 20.

b. Student/Nurse Ratio

The county board of education provides one school nurse per one thousand five hundred (1,500) students or major fraction thereof.

c. Student/Hygienist Ratio

The county board of education provides one dental hygienist for every four thousand (4,000) students or major fraction thereof. The ratio of students is less where severe dental defects exist or travel in rural areas is extensive.

3. Professional Practice

School Nurses

Professional nursing skills and theory are used to identify health problems, prevent illness and accidents, provide maintenance care and therapeutic intervention and serve the developmental and remedial needs of students at all grade levels.

The school nurse follows established professional school nursing practice to deliver health services, health instruction, and health counseling. School nurses collaborate with the county health services coordinator and the administrative staff to plan and implement the total school health program of health education, health services and a healthful school environment. Components of a school health service program include but are not limited to, health counseling, health appraisal, health instruction, community resources, referral and follow-up, medication in the school, special education health needs, chronic needs, chronic health problems, special health needs, communicable diseases, nutrition, emergency care, school health records, research, and evaluation.

Dental Hygienist

The dental hygientist uses special skills and knowledge to provide dental screening, dental counseling and dental health education. Preventive dental health care is emphasized by providing basic dental health program components, which are: screening selected high priority students, referral to appropriate health care provider, dental health instruction, follow-up for corrections of dental defects, emergency dental care, dental health records, and program evaluation.

Coordinator/Director

The health services coordinator/director uses professional skill, theory and experience to plan, implement, coordinate, and direct the total school health service program in the schools. This person shall collaborate and participate with county administration in all health program planning, including employment of health services staff and policies related to health and safety; use of nursing and health knowledge to supervise the health services staff; provision for orientation of new health service personnel and professional development programs for the entire staff; service as the liaison for schools and the medical community and as the resource person in health-related programs; and participation in local, state and national organizations to promote good health.

The coordinator/director provides leadership from within the profession for the health services staff and establishes an harmonious working relationship with all school personnel, parents and the community; assigns responsibilities to staff members; supervises staff; evaluates student health status and uses records and research to meet current health needs of students; assists in budget planning and purchasing of needed equipment and supplies; utilizes effective follow-up programs for correction of health problems; and implements new screening procedures as needed at the local level.

4. Personnel

a. Professional Staff

(1) Health services coordinator/director - the county provides a registered certified school nurse as coordinator/director.

(2) School Nurses - The county provides registered school nurses certified by the West Virginia Department of Education to implement health services. The county provides substitute school nurses as needed to assure the provision of essential health services.

(3) Dental Hygienist(s) - The county provides certified registered dental hygienist(s) to implement dental health services.

(4) Consultants - The county arranges for medical, psychiatric and dental consultants when necessary.

(5) State Health Services Coordinator - The state department of education provides a certified registered school nurse to plan and coordinate school health programs and professional development.

(6) Qualified audiologist(s), physical therapists, occupational therapists and other health care providers may be employed by the school board or their services provided through contract.

(7) Contracted services meet all school health services standards and are delivered in a timely and effective manner.

(8) Professional staff may be employed through cooperative arrangements between counties or may be employed by regional service agencies to provide school health services.

b. Professional Development

(1) School nurses and dental hygienists meet the renewal requirements for certification.

(2) In addition to required continuing education, school health personnel are provided meaningful inservice and pre-service education designed to specifically meet their needs.

c. Support Staff

Support staff are employed to complement the delivery of health services.

5. Facilities

a. The coordinator's office is centrally located in the county.

(1) Space is available for coordinator(s) and support staff.

(2) A conference room for staff is available.

(3) Storage facilities are available for equipment and supplies.

(4) Library resource material is available for school health professionals.

b. A clinic facility is available in each school. The clinic has:

    (1) desk and chair for personnel,
    (2) adequate screening space (at least 20 feet and low noise level),
    (3) locked storage space,
    (4) bathroom with commode and basin (equipped for use by handicapped),
    (5) locked file cabinets for confidential materials,
    (6) routine clinic furniture such as privacy screen, cots, scales, refrigerator, clock, mirror,
    (7) telephone assuring confidentiality,
    (8) table and chairs.

c. Audiovisual equipment and teaching materials are provided.

6. Materials, Supplies and Equipment

a. Routine office supplies are available for the operation of the health services program.

b. Professional materials are provided for each school nurse to meet the goals of the health services program. Basic equipment includes, but is not limited to:

    (1) Vision testing equipment for near and far acuity, myopia, hyperopia, muscle balance, and color perception,
    (2) Audiometer and impedance bridge for hearing screening for both impedance testing and puretone,
    (3) Sphygmomanometer (pediatric, adult and obese cuffs) and stethoscope,
    (4) Otoscope,
    (5) Skin Light, or large magnifying glass,
    (6) Microscope,
    (7) Bandage scissors,
    (8) Thermometers - electronic,
    (9) Splinter forceps,

(10) Tongue depressors,

(11) First aid supplies,

(12) Hemostat,

(13) Glass jars for medical supplies,

(14) CPR mannequins and materials,

(15) Educational materials,

(16) Record keeping supplies,

(17) Medical and regular dictionary,

(18) Supplies for special tests,

(19) Current Physician's Desk Reference.

c. Professional materials are provided for each dental hygienist.

7. Funding

Funds are made available to implement and operate a comprehensive school health services program as defined in these standards. School health services may be provided by school nurses employed by the county board of education, by public health nurses under contract by the county board of education or through cooperative agreements with other counties or regional service agencies. Additionally, service may be provided through interagency agreements with other state agencies responsible for appropriate health programs such as the Early and Periodic Screening, Diagnosis and Treatment program (EPSDT). Counties will cooperate with such agencies in providing health services which are beneficial to children and youth.

C. Program Assurance

1. The West Virginia Department of Education establishes a state level school health advisory council.

2. The county has a plan for a comprehensive school health program based on guidelines developed by the West Virginia Department of Education. The program is approved by the state board of education.

3. The county has a school health advisory committee consisting of school health staff, teachers, school administrators, community leaders, health professionals, representatives of health agencies, parents and students or provides an opportunity for appropriate community input from an existing advisory committee.

4. Each school has two staff members with current CPR and first aid certificates.

5. School health services personnel utilize assessments of the health status of children, in addition to records and statistics, to maintain a current and effective school health program at the county and state level.

6. The West Virginia Department of Education provides consultation and technical assistance for planning and evaluating the county school health program.

7. Evaluation Standards.

   a. The county and its schools have a written plan for evaluating the school health program.

   b. Complete health records are provided and maintained on all students and staff served.

   c. Data from the evaluation process are analyzed by staff and utilized for program improvement.

   d. Professional and support staff are evaluated annually.

   e. Program evaluation results are communicated to school staff and parents, and feedback is obtained for the purposes of program improvement.

   f. The county health services program is in compliance with statutes and state board policy.

DEFINITIONS/INTERPRETATIVE STATEMENTS

(1) Health Screening - the sum total of health history, screening procedures and observation.

(2) Health Counseling - the process of assisting individuals to identify and resolve health problems.

(3) Healthful School Environment - the social and emotional climate has a stress level and success rate which encourage learning; the physical environment is safe, healthful and conducive to learning.

(4) Certified School Nurse - certification standards will be developed.

(5) Certified Dental Hygienist - certification standards will be developed.

Prioritized List of Requirements for Implementing School Health Services

Phase I - 3 Yrs.
Phase II - 3 Yrs.
Phase III - 5 Yrs.
Phase IV - 6 Yrs.

Personnel	Services	Facilities
Phase I 1. A state level School Health Advisory Council will be established. 2. A School Health Services Coordinator will be employed by the State Department of Education. 3. Medical Consultant Services will be available to each county.	Phase I 1. All services mandated by state statute (i.e., vision and hearing screening, monitoring of compliance for immunization requirements) will be provided annually as well as related health services for special education students mandated by federal statute. 2. Health screening, with appropriate referral and follow-up services, will be provided for all students with special health needs.	Phase I 1. Space available in existing buildings to be furnished and supplied with necessary equipment and materials as a first priority. 2. All new school building construction, including additions to existing buildings to include clinic facilities, furnishings, equipment and supplies as a second priority.
Phase II 1. Personnel will be maintained as provided in Phase I. 2. A school health services coordinator/director will be employed in each county or such responsibilities shall be assigned to a currently employed school nurse. 3. One certified school nurse will be employed for each 2000 students, or major fraction thereof, or one per county in counties with less than 2000 students. 4. One registered dental hygienist will be employed for each 5000 students, or major fraction thereof, or similar services will be provided by contract.	Phase II 1. Services will be maintained as provided in Phase I. 2 Health screening, with appropriate referral and follow-up services, will be provided for all students in grades K, 1, 3, 7 and 10 for students in remaining grades with special health problems and for new enrollees. 3. Dental screening, with appropriate referral and follow-up, will be provided for all students in grades K, 1, 3, 7 and 10. 4. Health education and health counseling for health promotion and disease prevention will be provided.	Phase II 1. Priorities will be maintained as provided in Phase I. 2. Space available, but needing alteration to become functional, to be remodeled, furnished and supplied with necessary equipment and materials as a next priority.
Phase III 1. Personnel will be maintained as provided in Phases I and II. 2. One certified school nurse will be employed for each 1750 students, or major fraction thereof. 3. One registered dental hygienist will be employed for each 4500 students, or major fraction thereof, or similar services will be provided by contract.	Phase III 1. Services will be maintained as provided in Phases I and II. 2. Health screening, with appropriate referral and follow-up, will be added in grades 5 and 12. 3. Dental screening, with appropriate referral and follow-up will be added in grades 5 and 12.	Phase III 1. Priorities will be maintained as provided in Phases I and II.
Phase IV 1. Personnel will be maintained as provided in Phases I, II and III. 2. One certified school nurse will be employed for each 1500 students, or major fraction thereof. 3. One registered dental hygienist will be employed for each 4000 students, or major fraction thereof, or similar services will be provided by contract.	Phase IV 1. Services will be maintained as provided in Phases I, II and III.	Phase IV 1. Priorities will be maintained as provided in Phases I, II and III.

TRANSPORTATION SERVICES

INTRODUCTION

Transportation services are an integral part of the system of education in West Virginia. With expanding transportation requirements comes the necessity to maximize efficiency and at the same time exercise extreme concern for safety. Toward that end, these standards have been developed. Maximum time limits have been placed on travel and waiting periods for regular bus runs. Activities approved by the board are assumed to be of sufficient value to the development of children to justify transportation being provided at public expense.

It is necessary to have sufficient personnel to effectively implement transportation requirements; therefore, each county will have a director of transportation. Bus operators, having responsibility for the safety of students when enroute, will receive not only the regular scheduled training, but additional training when a need is evidenced by violations of law or regulations and/or accidents.

In order to achieve maximum economy and conformity to vehicle requirements, purchases of all new buses will be through the state department of education central bidding procedure. The recommendation to replace a bus will be made jointly by county and state personnel, with final approval to be granted by the state department of education. Evaluation of transportation personnel will occur annually to allow for appropriate upgrading of skills.

At the present time there are fifty-five separate school transportation programs in the state of West Virginia. During Phase I the state board of education will consider conducting a feasibility study to evaluate the concept of regional transportation services.

A. Each student shall be provided safe, efficient transportation to the extent necessary to assure the opportunity for optimum learning. Standards in effect for the transportation of students are intended to provide a safe, efficient system of transportation under ordinary conditions. Any or all standards may be preempted under unusual circumstances or in the interest of safety.

B. Transportation Service

1. Bus Routes and Schedules

a. School bus routes will be developed and pick-up locations identified so that no pupil is required to provide his/her own transportation more than two miles to reach the designated bus stop. The two mile limit applies only to the extent that safe roads are available. County boards of education may contract transportation services with outside agencies or individuals. All vehicles used in such contracts shall comply with all applicable federal and state standards and be included with the county school bus fleet in all inspections by qualified West Virginia school bus inspectors. All operators of such vehicles shall comply with all federal and state certification and training requirements.

In-lieu-of transportation payments will be provided any student who must travel more than two miles to reach the designated bus stop.

b. Maximum one-way travel times for pupils on a school bus should be 30 minutes for elementary pupils, 45 minutes for junior high pupils, and 60 minutes for high school pupils. The designated time limits apply:

(1) to normal weather and operating conditions.

(2) provided there is an appropriate school within the designated travel time. Counties may meet this need cooperatively.

Any unusual circumstance requiring departure from the above times must have written approval from the state superintendent of schools.

Except for extenuating circumstances, pupils will arrive at school at least 10, but not more than 45 minutes before the start of the instructional day. Departure schedules will provide for pupils to depart from school within 30 minutes after the close of the instructional day.

c. Transportation is provided, at no expense to the pupil or individual school, for participants in board approved curricular and extra-curricular activities. Such transportation will be from the school of attendance to the activity and from that activity to the school of attendance. Exceptions may be made in instances where the use of county vehicles would be deemed inefficient or inappropriate.

d. The county board of education may designate special activity bus routes for pupils who must remain at school beyond the regular school day to participate in approved activities.

e. Bus routes are scheduled to assure that every pupil on board is safely seated. In case of extreme emergency where the safety of pupils is involved, standees may be permitted on a temporary basis.

f. Large pieces of unsecured equipment and/or objects of an objectionable or hazardous nature will not be transported in the passenger compartment while pupils are on board.

2. Transportation Personnel

a. Sufficient administrative staff with special training in transportation will be provided. There is at least one full-time director if the number of buses is 20 or greater. Transportation directors and/or supervisors are trained in personnel management, safety, routing and scheduling, vehicle maintenance and equipment specifications.

b. All bus operators meet certification and testing requirements of the West Virginia School Transportation Regulations.

c. All new school bus operators receive a minimum of 30 hours of classroom pre-service instruction and sufficient "behind the wheel" pre-service to assure, in the opinion of the transportation director, safe and effective operation of the vehicle.

d. All school bus operators receive a minimum of 24 hours of in-service instruction annually. Pre-service and in-service instruction includes, but is not limited to pupil discipline, defensive driving, conduct for emergency, first-aid, preparing reports, laws, rules and regulations, bus operators maintenance responsibilities, and the West Virginia Uniform School Bus Operators' Training Program.

Remedial training is given to bus operators:

(1) involved in preventable accidents.

(2) found in violation of law.

(3) whose personnel evaluation indicates a need.

e. Sufficient transportation personnel are available at both the state and local level to implement all standards herein contained.

f. School bus aides are used when transporting handicapped pupils exclusively on any school bus. All aides used in transporting pupils will meet the training requirements of the West Virginia School Transportation Regulations.

g. All persons transporting pupils in privately owned vehicles under contract with the county board of education meet all federal and state laws and regulations for licensing and certification of school bus operators.

3. Equipment

a. All buses meet the West Virginia Minimum Standards for Design and Equipment of School Buses prior to being placed in service.

b. All new buses are inspected by state school bus inspectors prior to being placed in service. All buses used to transport pupils are included in the regularly scheduled inspections by state school bus inspectors.

c. Every vehicle used to transport pupils is scheduled for maintenance on a time and/or mileage basis that reflects good preventive maintenance practices.

d. Buses are replaced as necessary with state funds and:

(1) are purchased through the department of education central bidding and purchasing procedure.

(2) the recommendation on buses to be replaced shall be made jointly by designated West Virginia Department of Education personnel, the county superintendent, the county transportation director and chief mechanic/shop foreman.

(3) final approval for any bus replacement must be granted by the state department of education.

e. In the interest of performance, efficiency and economy, alternate fuels such as diesel, liquified petroleum gas (LPG) and compressed natural gas (CNG) may be used. All such fuels, their storage, vehicle installations and use must conform to the West Virginia Minimum Standards for Design and Equipment of School Buses and the West Virginia School Transportation Regulations.

f. All privately owned vehicles used to transport pupils under contract with the county board of education shall meet all federal and state laws, standards and regulations and shall be included in all required school bus inspections.

4. Facilities

a. Sufficient parking areas are available to park the county's entire fleet of buses.

b. Office space, storage areas, dressing areas, meeting rooms and training areas are available that will accommodate the personnel employed. Equipment and parts use and storage areas are provided.

c. Ample well-drained vehicle washing facilities are provided.

d. Each bus loading area at school sites is designed to safely accommodate all buses scheduled there at any given time.

e. Parking areas available for employees, visitors and pupils are arranged in a manner that prevents such vehicular traffic from interfering with the safe operation and/or loading and unloading of school buses.

f. Adequate maintenance facilities are available to implement bus maintenance schedules and make necessary repairs, including body repairs.

g. Each bus maintenance facility should have at least two work bays to accommodate major repairs and routine preventive maintenance. To meet daily service needs, one additional bay should be provided for every 20-25 vehicles serviced at that facility. Work bays should contain appropriate equipment, including lifts and/or pits to meet service needs.

h. Fueling pumps and/or stations are safely separated from maintenance and storage areas.

i. All, or portions, of bus maintenance needs may be contracted with outside agencies when special expertise is needed and/or there is an economic advantage.

C. Program Assurance

1. Personnel Evaluations

a. All school bus operators will receive physical examinations as required by the West Virginia School Transporation Regulations.

b. All school bus operators must pass a written test annually, as given by the department of public safety for school bus operators.

c. All transportation personnel will be evaluated annually. Appropriate retraining/inservice will be provided as necessary.

2. Equipment Records

a. Complete, accurate maintenance records are on file for each vehicle used to transport pupils. Records include scheduled preventive maintenance, repairs made, parts and supplies used and odometer readings and dates when maintenance was done.

b. Fuel and lubrication consumption records are maintained for each bus.

c. Cost of maintenance including personnel time required, is recorded for each bus.

d. Records will be reported to the state board of education as required.

Prioritized List of Requirements for Implementing School Transportation Services

Phase I - [illegible]
Phase II - 3 Yrs.
Phase III - 5 Yrs.
Phase IV - 6 Yrs.

PERSONNEL	SERVICES	FACILITIES
Phase I State: 1. Provide assistant state director.	Phase I 1. Provide safe/adequate seat for each pupil.	Phase I County: 1. Begin updating bus maintenance shop equipment. State: 1. Office space and equipment for assistant director.
Phase II County: 1. Provide additional buses and operators necessary to make adequate seat available for each pupil. 2. Change six (6) part time transportation directors to full time. State: 1. Maintain personnel provided in Phase I.	Phase II 1. Maintain services in Phase I. 2. Meet maximum one-way travel times.	Phase II County: 1. Maintain facilities provided in Phase I. 2. Continue updating shop equipment. 3. Begin remodeling maintenance facilities. State: 1. Maintain facilities provided in Phase I. 2. Office space and equipment for Supervisor of Training.
Phase III County: 1. Maintain buses and operators provided in Phase II. 2. Provide additional buses and operators necessary to meet maximum travel time. 3. Change six (6) part time transportation directors to full time. 4. Provide ratio of one mechanic for each ten (10) vehicles serviced. State: 1. Maintain personnel provided in Phases I.	Phase III 1. Maintain services in Phases I and II. 2. Meet 30/35 minute school arrival departure times.	Phase III County: 1. Maintain facilities provided in Phases I and II. 2. Continue updating shop equipment/remodeling facilities. 3. Begin construction of new facilities where needed.

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Prioritized List of Requirements
for
Implementing School Transportation Services

Phase I - 3 Yrs.
Phase II - 3 Yrs.
Phase III - 5 Yrs.
Phase IV - 6 Yrs.

PERSONNEL	Services	FACILITIES
Phase IV County: 1. Maintain buses, operators and mechanics provided in Phases II and III. 2. Provide additional buses and operators necessary to meet 30/35 minute school arrival departure time. 3. Achieve ratio of one mechanic for each nine (9) vehicles serviced. State: 1. Maintain personnel provided in Phase I.	Phase IV 1. Maintain services in Phases I, II and III. 2. Provide space on buses to secure band instruments, etc., transported to and from school with pupil.	Phase IV County: 1. Maintain facilities provided in Phases I, II and III. 2. Achieve adequate, properly equipped bus maintenance facilities.

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SCHOOL FOOD SERVICES

INTRODUCTION

The school food service provides the means with which to meet the nutritional needs of students. For this purpose, the national school lunch and school breakfast programs are designed to provide nutritionally balanced meals for all students and to help students develop sound nutritional habits. In West Virginia, school food service programs are available in every public school, and every county board of education annually enters into an agreement with the department of education to participate in the child nutrition programs which are funded in part by the United States Department of Agriculture. As schools become more comprehensive, the role of school food services expands accordingly.

The standards for school food services are analogous to: (1) the provisions included in the State Plan for Child Nutrition Programs executed by the West Virginia Board of Education with the United States Department of Agriculture and (2) the Policy of Operation Handbook for Child Nutrition Programs which sets forth the operational policies and procedures governing the school feeding programs authorized under the National School Lunch Act of 1946 and the Child Nutrition Act of 1966. When fully implemented in every school, the standards are designed to:

1. provide the nutritional services needed by all public school students;

2. follow the dietary guidelines prescribed by the United States Department of Agriculture and the West Virginia Board of Education in order to help students develop sound food habits;

3. meet federal and state requirements for accountability, safety and sanitation;

4. establish appropriate staffing ratios for administrative, supervisory and production personnel;

5. up-grade the established training programs currently prescribed for school food service personnel; and

6. establish annual evaluation procedures to identify the skills and training needed by school food service personnel.

The plan follows current policies and procedures with the exception of staffing ratios and training requirements prescribed for administrative, supervisory and production personnel.

A. PROGRAM DEFINITION

The school food service program means food service operations conducted by the county board of education during the normal school day principally for the benefit of school children, all of the revenue from which is used solely for the operation or improvement of such food service. Under jurisdiction of the county board of education, all schools serve meals that are nutritionally adequate. They also coordinate the school's health education activities with the formation of good nutritional and meal time habits in the lunchroom, to the end that participating children will gain full understanding of the relationship between proper eating and good health.

B. PROGRAM DELIVERY

A school lunch is available to all students, and a school breakfast is available to all students except when a waiver has been granted the school by the state superintendent of schools. All meals are served in accordance with applicable state and federal regulations and are priced in accordance with a state-approved pricing scale. Free and reduced price meals are available to children from eligible families who are currently approved for free and reduced price meal benefits, and provision is made where necessary to meet the dietary and equipment needs of the handicapped and/or health impaired.

1. Time of Meal Service

The school and transportation schedules provide time for school breakfast prior to the start of the child's instructional day. Not less than three hours nor more than four and one-half hours elapse between the service of the school breakfast and the school lunch. A minimum of ten minutes of eating time (after going through the serving line) is provided for the school breakfast and a minimum of twenty minutes eating time (after going through the serving line) for the school lunch.

2. Policies of Operation

a. Nutritional Standards

School food services shall meet the nutritional standards set forth in state and federal regulations. School lunches are planned to meet approximately one-third of a child's daily food needs, and school breakfasts are planned to meet approximately one-fourth of the child's daily food needs. Except for milk, no food and beverage items are to be sold in the dining area (or "commons" area, where applicable) in competition with the school meal, except during the breakfast service when limited a la carte is permissible under state guidelines.

Food and beverage items classified as "candy, soft drinks, chewing gum and flavored ice bars" are not to be sold in any public school during the school day, i.e., from the arrival of the first student until the departure of the last bus. The county school food service director serves on the county school health advisory committee to coordinate establishment and implementation of local guidelines and policies concerning the sales and/or service of nutritional foods and beverages on the school campus, including recommended procedures for approval of the nutritional content of such food/beverage items.

School meals will conform with recommended dietary guidelines which emphasize moderation in the amount of sugars, fat and salt in the diet. To this end, food preparation practices are regularly monitored by the county food service director. The county school food service director develops county purchasing standards and supervises purchasing practices to assure nutritional quality and prevent development of questionable nutritional habits.

b. Food Quality (Appearance/acceptability)

Preparation, service and storage of all food and beverage items are in compliance with state and local guidelines. The county director of food services regularly monitors meals served in all schools in terms of appearance, acceptability and student food preferences.

Foods are served at the recommended temperatures, observing all applicable sanitation standards, and providing the dinnerware, silverware and disposables which are appropriate to the specific food delivery system.

Students at the senior high level and, as designated by the county superintendent, junior high, middle school and elementary students, are afforded the current option of selecting three or more of the approved menu items at lunch time in lieu of the five planned menu items. The lunch is priced as a unit with no adjustment in price for those students who select the "offer versus serve" option described above. At least at the senior high level, choices of menu or items within the meal pattern should be available to all students.

c. Food Delivery System(s)

The type of food delivery system is determined by local school authorities, taking into consideration:

1. the availability, size, location and condition of kitchen/ dining areas;

2. location of the school to possible central/base kitchens;

3. sanitation and safety;

4. student participation;

5. equipment; and

6. menu acceptability.

Suitable types of food delivery systems include:

1. on-site food preparation and service;

2. central kitchen serving satellite schools; and

3. base kitchen serving one or more satellite schools.

Cold plate lunches and/or "bag" lunches may be utilized as an alternate menu selection, under emergency or temporary conditions or during summer school programs.

The food delivery system utilized complies with all applicable state and local standards.

3. Personnel

a. County School Food Service Director or Coordinator

In all counties there is a qualified director or coordinator of the school food service program. Counties having 10 or more schools will have a full-time director. Functions of the county school food service director or coordinator include:

1. establishing goals to meet the needs of all students;

2. establishing standards for food preparation, service, sanitation and safety;

3. developing procedures for efficient management, including centralized purchasing and data processing systems;

4. planning, developing and coordinating an on-going in-service and pre-service program;

5. distributing program management and educational aids;

6. monitoring and supervising program operations in the individual schools;

7. recruiting trained school food service personnel; and

8. acting as a liaison among elementary, secondary principals; health service coordinators; and the county school health advisory committee to coordinate nutrition/health services, i.e. nutrition education materials and activities.

b. Assistant School Food Service Director

An assistant school food service director shall be provided as per the following:

1. Thirty-one to seventy-five schools - one full-time assistant director; and
2. In excess of seventy-five schools - two full-time assistant directors.

c. Qualifications

County school food service directors and coordinators and assistant directors and coordinators have training in home economics and nutrition, institutional management, and business management.

d. County Support Staff

Adequate secretarial and clerical assistance is available to the school food service director or coordinator. A full-time secretary is provided in counties with fifteen or more schools. Assistance from the county staff is regularly scheduled as needed in the following areas: finance, purchasing, payroll, custodial, warehousing and delivery. Technical assistance is available either from the county board of education or from the state department of education in such areas as planning and evaluation, central purchasing, in-service training and data processing.

e. School Food Service Personnel

Staffing ratios are determined by the type of food delivery systems utilized within the county school system. The following staffing ratios are established for all schools excepting schools with student enrollments of less than one hundred and schools exclusively serving handicapped children.

1. On-site Kitchens

Elementary Schools - One full-time production worker* for each 11-16 lunch equivalents** per production hour;***

Secondary Schools - One full-time production worker* for each 10-15 lunch equivalents** per production hour;***

2. Satellite Feeding

Base Kitchen - Central Kitchen - One full-time production worker* for each 14-18 lunch equivalents** per production hour;***

Satellite School - One part-time production worker* for each 14-18 lunch equivalents** per production hour;***

3. "Cold Pack" or "Bag" Meal

Base Kitchen - One full-time production worker* for each 10-14 lunch equivalents** per production hour;*** and

4. "Fast Food" Service System

One full-time production worker* for each 11-16 lunch equivalents** per production hour;*** two part-time production workers to be utilized for each full-time production worker needed after the first two full-time workers.

* A "production worker" is herein defined as a person who spends a major portion of his/her time in activities related to meal preparation/ service/ clean-up. In schools where there is neither a cafeteria manager nor a "school food service clerk," one of the full-time "production workers" should be counted as having one to three and one-half hours of record keeping time per day, depending upon the size and type of school and the purchasing system utilized by the county. A "school food service clerk" is a person classified as a "Clerk I" or "Clerk II" who is assigned to perform clerical tasks, prepare reports, keep records, collect monies and/or meal tickets, supervise students in the lunchroom and to perform other duties related to the school food service program.

** Two breakfasts equal one lunch equivalent.

*** Exclusive of a duty free lunch period.

Two part-time workers may be substituted for one full-time. Substitute cooks are made available as needed at the individual kitchens. Base kitchens serving 800 or more lunch equivalents per day shall have a cafeteria manager with skills in food and personnel management.

The staffing formulas set forth above are reviewed at least every two years to ensure validity. As facilities and equipment are up-graded and in-service/pre-service training programs are implemented for all school food service personnel, productivity should increase, thus impacting upon meals per production hour.

4. Staff Development/Training

a. Pre-Service Training

All new food service personnel, including substitutes enroll in a minimum of fifteen (15) hours of pre-service training prior to the first full year of employment. The training program meets guidelines set forth under the state comprehensive training program and may be conducted on a regional basis.

b. In-Service Training

Each school food service worker shall participate annually in at least fifteen (15) hours of in-service training which meets the guidelines set forth under the state comprehensive training program. Each county's plan for pre-service/in-service training is to be approved annually by the department prior to implementation.

5. Regional Involvement

Counties may utilize such services as, but not limited to, supervision, data-processing, central purchasing, staff pre-service and in-service training and nutrition education teacher-training made available on a regional basis. The cost, expediency and effectiveness of such regionally-based services is reviewed and evaluated at least every two years.

6. School Food Service Facilities

All new school construction conforms to the standards set forth in the Handbook on Planning School Facilities and shall include the following general areas:

a. A kitchen at least three hundred (300) square feet in size, but size dependent upon the number of meals served and the type of food delivery system utilized. Walls, floor coverings, ventilation and sewage systems meet the specifications set forth in local and state sanitary/fire codes;

b. A dining area which is separated from the food preparation area and the "commons" study area and is adequate in size to seat comfortably one-third to one-half of the student enrollment. If the dining area is used as a multi-purpose room, time is allowed for sanitizing prior to meal service;

c. Storage areas for refrigerated/frozen food storage, dry food storage and nonfood supplies with size dependent upon total number of lunches/breakfasts served daily; and

d. A dishwashing area separate from preparation area with an automatic garbage disposal and dishwasher of appropriate size.

County boards of education shall request appropriate technical assistance from the county school food service director and the department of education as well as prior review and approval from the department for all school food service construction and for any major remodeling.

7. School Food Service Equipment

The equipment utilized in school kitchen, dining, storage and dishwashing areas is at a minimum:

a. of institutional size and durability for school use;

b. safe to operate;

c. in good repair;

d. properly installed and maintained;

e. appropriate for sanitization;

f. efficient in terms of energy and time/labor conservation; and

g. appropriate for its function and location.

All equipment is to be selected by the county school food service director in accordance with specifications set forth in state and federal handbooks and is to be located and installed in accordance with applicable sanitary/fire codes.

8. Instructional Materials and Supplies

Copies of all department of education and United States Department of Agriculture school food service training guides, program aids, policy handbooks and manuals, as well as appropriate reference materials on nutrition and nutrition education are available in every school.

Supplies needed for the food service operation are available as needed. An inventory of such items is maintained. Appropriate office supplies are available as needed. Record keeping systems, filing systems and equipment inventories are maintained on a current basis.

9. Funds Needed

Funding for the categories of expenses listed below is budgeted as designated.

a. School Food Service Personnel - For smaller county school systems, county boards of education might opt to fund some of the cost of administration on a regional basis. Funds are provided to employ all regular school service personnel including the county school food service director and secretary.

b. Facilities and Equipment

1. New Construction and Up-grading - School food service facilities and equipment are considered an integral part of each county's Comprehensive Educational Facilities Plan.

2. Equipment Replacement - As part of the financial management system approved by the United States Department of Agriculture for the school food service program, sponsors are encouraged to apply an annual depreciation factor to their total equipment inventory. Appropriate assessments made to the school food service program will recover the original value of the equipment inventory. Obsolete equipment still in use is addressed in the County's Comprehensive Educational Facilities Plan.

c. Personnel Training

Funds are provided to cover the cost of local, regional or state pre-service and in-service training programs for appropriate food service employees. The annual fifteen (15) hour program of in-service training is to be scheduled to fall within the normal days of employment whenever possible. Counties are encouraged to cooperate with personnel in the state department and to consult with regional offices in order to reduce costs of training programs.

C. PROGRAM ASSURANCE

The effectiveness of the school food service program is monitored by the department of education on a regular biennial schedule. The evaluation tool, Child Nutrition Program Management Evaluation - Schools and Institutions, currently in use by the West Virginia Department of Education is utilized for this purpose.

Prioritized List of Requirements
for
Implementing School Food Services

Phase I - 3 Yrs.
Phase II - 3 Yrs.
Phase III - 5 Yrs.
Phase IV - 6 Yrs.

Personnel	Services	Facilities
Phase I 1. State staff maintained in accordance with annual State Plan. 2. Role of county school food service director redefined. 3. Training program for county school food service directors up-graded and implemented (State). 4. Secretarial/clerical/data-processing services up-graded (state/county/region). 5. Annual plan for in-service training prepared and approved (state/county). 6. Pre-service training for new school food service personnel (state/on a regional basis). 7. Cadre of 60 food service trainers trained (state-40 to be trained). 8. Fifteen hours of approved in-service training required annually for all food service personnel (county). 9. Courses I & II of core CTP curriculum taught in every county (county). 10. Course III of CTP curriculum taught in 15 counties.	Phase I 1. School lunch and breakfast available to every student (Program to be expanded in 12 additional schools) (county). 2. State responsibilities expanded to include review and approval of meal pricing scales and free/reduced price policies in twelve additional schools (state). 3. County school food services evaluated to identify areas where food delivery systems are to be up-graded (county) 4. Current school and transportation schedules reviewed and adjusted to meet required standards (county). 5. County school food service director and state staff monitor food preparation and meal service routinely in all schools (state/county). 6. Meal service up-graded in all schools to meet state standards (county). 7. Appropriate dinnerware/silverware/disposables available at time of all meal service (county). 8. Meal service up-graded in every school to meet state and local recommendations concerning menu acceptability and availability of choice (county). 9. All foods and beverages served in schools comply with state/national standards (county). 10. The county school food service director serves on the School Health Advisory Committee (county). 11. The county school food service director develops purchasing standards and is responsible for purchasing food/equipment/supplies for the school food services (county). 12. Technical assistance is provided by the Department (state). 13. Policy manuals, operational manuals and training materials are available in every school (state/county). 14. Appropriate training guides and nutrition education materials are available to elementary/secondary teachers (state/county). 15. Current information on nutrition is available in every county through a cadre of 60 teacher-trainers (state).	Phase I 1. Existing school food service facilities are reviewed and evaluated against standard criteria (state/county) 2. Necessary changes to existing facilities are prioritized (county). 3. Existing equipment surveyed and inventoried by county school food service director. 4. Current equipment needs are projected against basic equipment lists prescribed by the Department. 5. Appropriate maintenance systems are in place. 6. All new school food service construction meets standards set forth by Department (state/county). 7. Plans for up-grading current facilities/equipment are developed in accordance with State Standards; Priorities are established (county). 8. Technical assistance is provided in kitchen layout and design and in equipment specifications (state).
Phase II 1. State staff maintained in accordance with annual State Plan. 2. Full-time county school food service director employed where needed (20 positions adjusted at county level). 3. Cafeteria managers for 8 base kitchens employed (8 additional positions at school/kitchen level). 4. Support services for school food service up-graded (county).	Phase II 1. All meal service meets all applicable federal/state/local standards (state/county). 2. All foods/beverages served in schools meet county/state nutritional standards (county). 3. The county school food service director routinely monitors meal service in terms of appearance, quality and student acceptance. 4. The county school food service director has established standardized systems for accountability, inventory control, records and reports (state/county).	Phase II 1. All existing school food service facilities up-graded to meet all health, fire and safety codes (county). 2. All new school food service construction complies with standards set forth by the Department (county). 3. All remodeling of school food service facilities approved by county school food service director and/or Department. 4. All purchases of school food service equipment approved by county school food service director and/or Department.

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Prioritized List of Requirements
for
Implementing School Food Services

Phase I - 3 Yrs.
Phase II - 3 Yrs.
Phase III - 5 Yrs.
Phase IV - 6 Yrs.

Personnel	Services	Facilities
5. Cadre of 60 school food service trainers maintained (state). 6. Pre-service training of substitute food service personnel completed (state/county). 7. Courses I and II of core CTP curriculum taught where needed (county). 8. Courses III, IV and V of core CTP curriculum implemented (state). 9. All school food service personnel complete Courses I & II. 10. Staffing ratios adjusted in all schools (20 additional personnel).		5. All school food service equipment inventories are maintained and up-dated annually. 6. All school food service facilities and equipment are maintained in accordance with health, fire and safety standards. 7. Technical assistance provided in kitchen layout/design and in equipment specifications (state).
Phase III 1. State/county/local staffing ratios maintained. 2. All school food service personnel evaluated annually to determine training needs (county). 3. Cadre of school food service trainers maintained (state). 4. Pre-service training program maintained. 5. CTP training program and state/county staff development continued. 6. All school food service personnel complete 90 hours CTP training (county). 7. Enrichment/refresher courses of training provided as needed (state/county).	Phase III 1. Maintain standards implemented in Phases I and II.	Phase III 1. All new school food service construction complies with standards set forth by the Department. 2. All up-grading of facilities and/or equipment approved by county school food service director and/or Department. 3. All school food service facilities contain basic equipment prescribed for that particular food delivery system (state/county). 4. All school food service equipment inventories are maintained, up-dated, annually and evaluated to determine future needs. 5. Appropriate maintenance systems are in place in all schools. 6. Technical assistance is provided by the Department. 7. All schools have a dining area which seats at least one-third of student enrollment.
Phase IV 1. Maintain standards implemented in Phases I, II, and III.	Phase IV 1. Maintain standards implemented in Phases I, II and III.	Phase IV 1. All existing school food service facilities meet all standards prescribed by the Department (state/county). 2. All school food service facilities and equipment are maintained in accordance with all health, fire and safety standards. 3. All school food service equipment inventories are up-dated annually to determine future needs. 4. Existing school food service facilities and equipment are up-graded to meet building codes and energy conservation standards. 5. All new school food service construction complies with standards set forth by the Department. 6. Technical assistance is provided by the Department.

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SCHOOL FACILITIES PROGRAM

INTRODUCTION

School facilities are an integral and expensive component of the system of education in West Virginia. As educational programs become comprehensive, the importance of adequate facilities is increased. This increasing importance, combined with aging or obsolete facilities, creates an unending demand. This demand must continuously be provided for in the most efficient manner. Therefore, the adoption of high quality facility standards, concurrent with implementation of an adequately funded state operated program of school facility construction, will ultimately provide the facilities necessary to adequately accommodate a thorough and efficient system of education.

Upon adoption of the school facility standards and implementation of a state program for school facility construction, implementation rules and procedures will be developed by the West Virginia Board of Education.

The master plan provides that each county will submit, and annually amend, a master plan for educational facilities. In developing this plan, all existing school facilities will be evaluated in relationship to the standards. The plan will identify all facility needs and will also establish facility construction priorities for each of the implementation phases.

The master plan provides that state wide criteria will be developed for determining funding priorities based on need. County facility construction plans will be evaluated according to these criteria.

The _Handbook on Planning School Facilities_ currently used by the department of education will be revised to incorporate all specifications necessary to provide facilities to house the high quality programs and services provided in the master plan.

DEFINITION OF TERMS

- _Auxiliary Spaces_ - Spaces which support the instructional program and accommodate the needs of students and staff. Preparation and conference spaces for teachers, food services, auditoriums, student commons and administrative complex are included.

- _Environmental Factors_ - Spacial, thermal, visual, sonic and aesthetic conditioning of spaces for education.

- _General Purpose Instructional Area_ - Instructional space suitable for all types of learning activities - e.g., traditional classroom.

- _Handbook_ - _Handbook on Planning School Facilities_.

- Safety Facilities - Elements incorporated into school building design and construction which assure every reasonable safeguard to the life and health of people who enter or use the facility. Structural safety, fire resistance, fire protection, circulation, safety and convenience are to be considered.

- Service Facilities - Mechanical, electrical and plumbing systems, custodial, storage and miscellaneous service facilities which facilitate the operation of the school but are not directly related to the school program.

- Site - The grounds or land and improvements thereto, upon which the school is located.

- Specialized Instructional Area - Instructional areas designed for special needs such as laboratories, studios or instructional areas for fine arts, music, drama, science, physical education, home arts, industrial arts, vocational class areas and learning resource center.

- Support Facilities - Facilities that are necessary to insure the efficient administration of the county school system, central administrative offices, transportation, maintenance and storage facilities.

- Support Programs - Programs that are necessary to insure that all school facilities are operating in a safe, economical manner and are maintained in their original state of completeness.

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A. School Facilities Standards

County boards of education plan, provide, furnish and maintain schools, grounds, furnishings and equipment which are accessible to all students and which contain flexible general purpose instructional areas, specialized instructional spaces, auxiliary spaces, safety and service facilities. The school is large enough to maintain reasonable efficiency, incorporate available technology into environmental factors and is arranged to provide an attractive, comfortable, safe and healthy environment which facilitates the educational programs and instructional methods utilized. Adequate support facilities and programs, necessary for the economical provision of services, are maintained.

1. General Standard - Support Facilities

County boards of education have sufficient support facilities which maximize the efficient administration of the county schools. Accessible county support facilities are provided and maintained to promote a healthy and safe environment. Space and equipment available in such facilities provide the support services necessary for a thorough and efficient educational program. When possible, support facilities are housed together to maximize efficiency.

1.1 Size of Support Facilities

Support facilities are organized in such a manner as to provide effective services as economically as possible. The size and number of such facilities are dependent upon the services required by the county.

1.2 Administrative Facilities

County boards of education provide adequate office and ancillary space to house all administrative personnel and functions.

1.3 Transportation Facilities

County boards of education provide sufficient, secure, and centrally located storage, repair and maintenance facilities for all school buses and vehicles.

1.4 Maintenance Facilities

County boards of education provide sufficient facilities to house the maintenance program and staff.

1.5 Storage Facilities

County boards of education provide sufficient facilities for storage of all supplies, equipment and food items.

2. General Standard - School Maintenance and Operation

County boards of education appropriate, as part of their annual operating budgets, funds to provide an adequately staffed maintenance program designed to keep all school facilities operating in a safe, economical manner.

2.1 Maintenance Program

The maintenance component of the program is concerned with keeping all school facility sites, buildings and equipment at their original condition of completeness and efficiency, either through repairs or replacement. Statewide or regional training programs are provided where appropriate.

2.2 Operation Program

The operation component of the program is concerned with the day-to-day services which are necessary to keep the physical plant open and in a safe, usable condition. Statewide or regional training programs are provided for custodians in proper cleaning techniques and procedures, proper operation of machines and equipment, proper operation and service of mechanical systems and other areas deemed necessary.

3. General Standard - School Facility Safety

All school facilities are designed, constructed, furnished and maintained in a manner that assures every reasonable and necessary safeguard to the life and health of persons who enter and use the facility.

3.1 Structional Safety; Fire Resistance; Fire Protection

All school facilities are designed, constructed, furnished and maintained with methods, materials and equipment that provide adequate structural safety, fire resistance and protection, and convenience in traffic circulation. All school facilities are in compliance with all applicable state regulatory agencies.

4. General Standard - Service Facilities

All schools contain adequate service facilities that are designed, constructed, maintained and equipped to facilitate the operation of the school.

4.1 Sanitary Facilities: Water Supply and Sewage Disposal

The water supply and sewage disposal systems of all schools are designed, constructed, maintained and equipped to facilitate the operation of the schools. The sanitary facilities systems meet all requirements of state and federal regulatory agencies. Toilet facilities are accessible to the physically handicapped, provided on each floor level of the building, contain hot and cold water mixing faucets and provisions for privacy. Paper towels and toilet tissue are provided at all times. Service sinks with hot and cold water are provided in each custodial closet, in the custodial general service area, and in the food service area.

4.2 Electrical Service

The electrical system of each school is designed, constructed, maintained and equipped to facilitate the safe operation of the school. The electrical system provides adequate service for present and anticipated loads, maximum efficiency, and meets all requirements of applicable state regulatory agencies.

4.3 Audio-Visual Facilities

All schools are designed, constructed, maintained and equipped to provide the audio-visual facilities required to facilitate the educational program of the school. All instructional spaces and production areas are equipped to permit the utilization of all types of audio-visual equipment, with controls for light levels, sound transmission and ventilation in areas where audio-visual equipment is used.

4.4 Communication and Fire Alarm Systems

All schools are designed, constructed, maintained and equipped to facilitate adequate intercommunication among major areas of the school plant. All schools contain a master clock, a signal and tone system and telephone for outside communication. All schools contain an electrically activated fire alarm signal which emits signals of a continuous type that are distinctly different from all other signals and sounds. The fire alarm system is in compliance with all requirements of the appropriate state regulatory agency.

4.5 Engineering and Custodial Facilities

All schools are designed, constructed, maintained and equipped to provide adequate and appropriate space and services for custodians. All schools are equipped with custodial and engineering areas which are individually accessible to a service drive with exterior doors sized to permit removal of room equipment or delivery of supplies. The areas are isolated from pupil occupied areas by location and/or treatment. Custodial closets are located within the school in strategic and convenient areas. Adequate facilities are provided for storage of supplies and equipment and adequate provisions are made for waste disposal. All custodial service facilities are in compliance with all requirements of appropriate state regulatory agencies.

4.6 Accessibility

All schools are designed, constructed, maintained and equipped to provide a barrier-free environment and maximum accessibility to the handicapped. All facilities are in compliance with the requirements of state and federal regulatory agencies concerned with accessibility to the handicapped.

5. General Standard - Environmental Factors

All schools are designed, constructed, furnished and maintained in a manner which incorporates all existing technology into the common environmental factors which facilitate the educational program of the school. Spatial and aesthetic considerations are incorporated into the school design, construction, equipment and maintenance. The thermal, visual and acoustical systems are balanced in a manner which properly controls the environment and facilitates the educational program of the school.

5.1 Thermal Environment

The school facility is designed, constructed, equipped and maintained in a manner which provides for maximum comfort and economy. The heating, ventilating and air-conditioning systems in all school facilities are in compliance with the requirements of applicable state regulatory agencies.

5.2 Visual Environment

The school facility is designed, constructed, equipped and maintained in a manner which provides a good visual environment. The facility is attractively painted and illuminated in a manner which most effectively contributes to an environment of visual accuracy and comfort. All schools are in compliance with requirements of applicable state regulatory agencies.

5.3 Sonic Environment

The school facility is designed, constructed, equipped and maintained in a manner which provides for the control of sound within a particular space so that internal sound can be heard well and unwanted sounds are prevented from intruding from the outside environment.

5.4 Spatial and Aesthetic Environment

The school facility is designed, constructed, equipped and maintained in a manner which provides an efficient and attractive facility.

6. General Standard - School Site

All school sites provide sufficient space for the school building, future expansion, educational program activities and service facilities.

6.1 Site Size

All schools housing early childhood programs are located on sites containing a minimum of ten acres, plus one additional acre for every one hundred pupils. All middle or junior high school sites contain a minimum of twenty acres, plus one additional acre for every one hundred pupils. All high school sites contain a minimum of thirty acres, plus one additional acre for every one hundred pupils.

(NOTE: Site acreages are national norms and apply to traditional suburban schools. Where the nature of the neighborhood is urban, the school site shall also be urban in scale. When the terrain limits the land available, this factor shall be considered. However, all sites not meeting the minimum standards are approved by the state superintendent of schools.)

6.2 Recreational Areas

All schools housing early childhood education programs contain an adequate blacktopped play area and a field game area large enough to accommodate physical education activities. All centers housing kindergarten programs contain a segregated blacktopped area and a large grassy area with climbing equipment and swings. The playground may be segregated by either time or space allocation. All middle, junior high and high school sites contain a blacktopped play area with a minimum size of four thousand, eight hundred square feet and a field game area, space and/or facilities, large enough to accommodate physical education activities such as soccer, touch football, softball, tennis and track.

6.3 Walks, Drives and Parking

All walks, drives and parking areas are paved. Parking space is adequate to accommodate school visitors, employees, pupils who must drive, school buses, and school activities. Parking space is provided for the handicapped and the site is accessible to the handicapped. The bus loading zone is designed to accommodate safely all buses anticipated at one time and is separated from all traffic using school parking and driveway areas. The exterior area is appropriately lighted.

6.4 Safety and Cleanliness

All school buildings and grounds are kept clean and free from debris. All school buildings, grounds, and equipment are free from safety hazards.

6.5 Site Development and Beautification

A site development and beautification plan is implemented.

7. General Standard - Facilities Necessary for the Operation of all Schools

All schools contain the instructional and auxiliary facilities which are necessary to maintain the educational program.

7.1 Administration and Special Facilities

All schools provide the administrative offices necessary for the operation of the school. The school contains a guidance area designed and located to allow privacy, with an entrance separate from the administrative suite. The guidance office is of adequate size to allow for group discussions and is convenient to student records. The guidance office contains adequate secured storage facilities, outside telephone service, and an information display area. The school also contains a health service area which includes an examination room, toilet facilities and an area for the ill. The health area is equipped so as to facilitate the operation of its users and contains outside telephone service. Appropriately equipped areas are available for supplies and book storage, duplicating and/or other activities, conferences and/or small group discussions, staff lounge, and student and teacher toilets. A control room, within or adjacent to the administrative suite, is provided to house the communication and fire alarm systems.

7.2 Food Service Facilities

All schools contain a food service area which provides for receiving, storage, cooking, serving, dining and dishwashing. Space for lockers, toilet facilities, and an office is provided. The facility is designed to promote cleanliness and easy maintenance. The dining area is separated from the food serving and preparation areas and provides space sufficient to allow for the student body to be fed within a ninety minute time period or to seat one-third of the student body. The kitchen area comprises a minimum of three hundred square feet.

(NOTE: Service provided by a central kitchen or by satellite from another school, is an acceptable alternative to this standard.)

7.3 Learning Resource Center

All schools contain a media center which is located, designed and equipped to facilitate the instructional programs. The center contains a reading/browsing area with a minimum of forty square feet per student for one-tenth of the student body. A media specialist office is located adjacent to the reading/browsing area. Additional required facilities include a maintenance, repair and work area, a production area including a viewing/listening area, equipment storage, periodical, book and newspaper storage areas.

8. General Standard - Schools Housing Early Childhood Education Programs (K-4)

All schools housing early childhood programs contain general purpose instructional areas, specialized instructional spaces, auxiliary spaces, safety facilities and service facilities. The school is carefully planned and is large enough to maintain reasonable efficiency. Available technology is incorporated into environmental controls to provide a comfortable environment which facilitates the educational program. Where design considerations permit, the facility will be constructed in a manner that utilizes maximum natural light.

8.1 Elementary School Size

All elementary schools contain a minimum of one hundred ten square feet per pupil, unless factors such as enrollment or architectural design permit otherwise, as determined by the state superintendent of schools.

8.2 Essential Physical and Service Facilities

Certain physical and service facilities such as a multipurpose room, dining, assembly and music areas are provided in larger elementary school centers. Similar facilities, modified in size and/or combined use, are provided in smaller elementary centers.

8.3 Kindergarten Area

All kindergarten areas contain a space allotment of fifty square feet per pupil and are located on the ground floor with easy access to an entrance not generally used by older children. The area is self-contained, has separate toilet facilities and a work sink with a waterproof countertop. The facility is designed to utilize maximum natural light and is acoustically treated. Floor covering are a combination of carpeting and resilient material. The area contains ample storage space and furnishings of appropriate height which permits easy reorganization of the room.

8.4 Instructional Areas

Every general purpose instructional area contains a minumum space allotment of thirty square feet per pupil with ample movable furniture and equipment. The area contains adequate storage, work and display areas. The area is acoustically treated, appropriately lighted and designed for the use of audio-visual equipment. If the building is multiple story, the first grade is assigned to the first floor.

8.5 Corrective or Remedial Instructional Space

Specialized facilities in the form of small or specially equipped instructional areas are provided in each facility.

8.6 Multipurpose Room

All schools have a multipurpose room which provides a stage area and equipment storage area. The multipurpose area is removed from quiet areas of the school by location and/or acoustical treatment and has direct access to outdoor recreation areas. The multipurpose area is convenient to public parking with provisions for closing off the area for after school use. If the area is used for dining, it is located adjacent to the kitchen. A minimum of two hundred square feet of storage space is provided for recreational equipment. Adequate space is also provided for storage of chairs and tables. Toilet facilities for each sex are available. The stage is appropriately equipped and contains storage area for equipment.

8.7 Facilities for Exceptional Children

All schools having exceptional children's education programs provide adequate space designed to facilitate mainstreaming and equal access for all children and teachers. All facilities for special education are contained within the building. Facilities are designed to assist students to function safely with as much mobility as possible and are accessible to handicapped students. Facilities which house self-contained classes or other specialized facilities required for all exceptionalities are designed, furnished, equipped and maintained to facilitate the program requirements set forth in the individualized education program. Additional factors required for appropriate exceptionalities are:

8.7.11 accessibility ramps;

8.7.12 loading and unloading locations for buses and other means of transporation situated in a safe area;

8.7.13 toilet room, drinking fountain and lavatories that are convenient and appropriately equipped;

8.7.14 horizontally mounted railing or grab bars;

8.7.15 furniture which can be adjusted horizontally or vertically to meet individual or group needs;

8.7.16 vertically adjusted chalkboards set away from the wall to permit use by students in wheelchairs;

8.7.17 non-skid floor covering or carpeting;

8.7.18 specially designed storage space to accommodate wheelchairs, walkers, standing tables or other larger equipment;

8.7.19 emergency and fire protection systems that are easily operable, barrier free and give warning signals that may be understood by all exceptional students, including the deaf and blind;

8.7.20 food service facilities designed to fit the individual needs of students;

8.7.21 doorways which provide thirty-two inches of clearance and are operable by a single effort;

8.7.22 switches, controls and hardware for doors, sinks and cabinets that can be used by all exceptional students;

8.8 Art

All schools provide a specialized art room containing appropriate work surfaces, adequate display space, appropriate lighting, electrical outlets, sinks and audio-visual facilities. The room contains a minimum of fifty square feet of work space per pupil and appropriate storage space.

8.9 Music

All schools contain adequate facilities for instruction in general and instrumental music. All music instructional areas are large enough to accommodate the prevailing class size and provide ample space for physical movement. Space is provided in each music area for individualized activities or practice. All music areas contain appropriate equipment and facilities, provide direct access to instrumental practices and storage rooms and are acoustically isolated from other areas of the school. The area provides sufficient office space for the instructor and storage space for instruments, equipment and instructional materials.

8.10 Physical Education

All schools contain an indoor facility which provides for physical education activity. The use of partitions to isolate areas is recommended. The physical education facility is isolated from the quiet areas of the building, has direct access to outdoor recreational and parking areas and contains provisions for closing off the area for after school use. Toilet facilities for each sex are provided. Other facility requirements include adequate equipment storage space, showers and dressing areas for each sex.

9. General Standards - Middle/Junior High Schools, High Schools, Vocational Schools

All middle/junior high schools, high schools and vocational schools contain general purpose instructional areas, specialized instructional spaces, auxiliary spaces, safety facilities and service facilities. The school is carefully planned, large enough to maintain reasonable economies, incorporates all existing technology into environmental factors and is arranged to provide a comfortable environment which facilitates the educational program. Where design considerations permit, the facility is contructed in a manner that utilizes maximum natural light.

9.1 School Size

All middle/junior high schools have a minimum space allotment of one hundred twenty square feet per pupil and all high schools and vocational schools have a minimum allotment of one hundred thirty square feet per pupil, unless factors such as enrollment or architectural design permit otherwise as determined by the state superintendent of schools.

9.2 Academic Classrooms or Instructional Areas

All schools have academic classrooms or instructional areas containing a minimum space allotment of thirty square feet per pupil, with ample movable furniture and equipment. The area contains adequate storage, work and display areas and is designed to serve specific needs of language arts, foreign language, mathematics, social studies and certain other subject areas.

9.3 Corrective or Remedial Instructional Space

Specialized facilities in the form of small or specially equipped instructional areas are provided in each facility.

9.4 Art

All schools providing art programs contain facilities which accommodate the studio and classroom activities of the art program. The general art room is designed and equipped for maximum flexibility for viewing, reading, lecturing, exhibiting, and working with two or three dimensional media which require special materials and processes. The room is suitable for extra curricular art education and contains movable tables. Schools with an enrollment of five hundred or less and housing an art program contain a facility which provides sixty-five square feet of work area per pupil. The work area accommodates programs in ceramics, metal work, printmaking, textile design, sculpture, photography, and two-dimensional art activities. Storage space of four hundred square feet is provided. Schools with an enrollment of five hundred or more and housing an art program have specialized facilities that are adequately equipped and mechanically ventilated to permit work in metal, crafts, ceramics, printmaking, or photography. Adequate storage space is provided.

9.5 Business Education Program

All facilities housing business education programs are designed and equipped to serve specific program needs in business functions and procedures. The facilities are located in a quiet area of the building which permits easy access for after school hour utilization.

9.6 Home Economics

Facilities housing home economics programs are designed and equipped to serve specific program needs. The instructional area is located within the school in a manner which facilitates direct access to the outside and auxiliary spaces, the integration of subjects, the delivery of supplies and the installation and removal of equipment. The laboratory facility provides adequate space for instruction. Adequate storage and washing facilities are provided in laboratories.

9.7 Industrial Arts

All facilities housing industrial arts programs contain space of one hundred square feet per pupil, exclusive of auxiliary spaces. The facility is located in a manner which facilitates direct access to the outside and auxiliary spaces, the integration of subjects, the delivery of supplies and the installation and removal of equipment. Adequate storage and washing facilities are provided in laboratories.

9.8 Music

Schools having music programs are isolated from quiet areas of the building and contain adequate rehearsal space and equipment for instrumental or choral groups, including individual practice rooms. The rehearsal space provides twenty-four square feet per pupil and is capable of accommodating the largest prevailing class. All music areas contain appropriate equipment and facilities, including an instructor's office, and adequate storage space for instrumental and vocal accessories with direct access to the rehearsal area. Acoustically isolated classroom space is available for organization-emphasis and description-emphasis classes in music.

9.9 Physical Education

All middle/junior high schools have adequate space for physicial education activities with adequate locker, shower and drying areas. All high schools have gymnasium facilities large enough to accommodate regulation basketball, volleyball and gymnastics. The use of partitions to isolate areas is recommended. Minimum space allotment for the gymnasium facility is five thousand, four hundred square feet of usable space or one hundred twenty-five square feet per student. Ceilings are no less than twenty-four feet to the low beam. Other facility requirements include adequate equipment storage space, boys' and girls' dressing rooms that provide a minimum of seven hundred fifty square feet, adequate lockers, benches, private toilet facilities and drinking facilities. Shower rooms are provided for each sex directly accessible to the locker rooms through drying rooms. Showers have individual controls and floors that drain adequately. Body-drying areas contain a minimum of one hundred square feet and have towel holders and floor drains.

9.10 Science

All schools which have science programs have facilities which are designed, located and equipped to facilitate the science program. Middle and junior high school facilities include adequate classroom space for lectures, a storage facility, and preparation space. All classes have access to a laboratory when needed. The laboratory contains a minimum space allotment of one thousand square feet. High school science facilities include a lecture area, a chemistry-physics laboratory with a minimum space allotment of one thousand square feet, exclusive of a specially designed storage area which contains a minimum of two hundred square feet, and a preparation area. Other required facilities include a biology and/or general science laboratory with a minimum space allotment of one thousand square feet with an adequate storage area.

9.11 Driver Education

All facilities which house driver education programs are designed, located and equipped to facilitate the program.

9.12 Foreign Language

All schools having foreign language programs have facilities which are designed, located and equipped to facilitate the program, and contain a language laboratory or comparable alternative. All high school foreign language programs have instructional space which may be decorated to reflect the culture(s) of the language(s) studied. The instructional area is large and flexible enough to allow for the rearrangement of furniture and contains ample storage space and facilities for making and duplicating tapes.

9.13 Vocational Education

All schools housing vocational education programs are designed, located and equipped to facilitate the programs offered.

9.14 Language Arts

Schools providing language arts programs have facilities which are designed, located and equipped to facilitate the programs. The language arts instructional area shall be non-restrictive. Resource rooms contain ample space for planning, developing, and storing of language arts curriculum materials. All facilities contain a media center and an auditorium with fully equipped stage and storage area. All high schools contain a dark room.

9.15 Mathematics

All schools housing mathematics programs have facilities which are designed, located and equipped to facilitate the programs.

9.16 Health

All schools providing health programs have facilities which are designed, located and equipped to facilitate the programs.

9.17 Multipurpose Rooms/Auditoriums

All middle/junior high schools contain a multipurpose room or gymnasium which provides a stage area and equipment storage. All high schools contain an auditorium. Both are designed, located and equipped to facilitate the instructional programs offered. These facilities are located on the ground level, accessed by a service drive and are close to parking facilities. The multipurpose room or auditorium is located to permit isolation from the remainder of the school plant with convenient access to language arts instructional areas and physical education dressing rooms. The use of partitions to isolate areas and provide adaptability for instructional use is recommended. The auditorium contains an appropriately equipped stage with a minimum of one thousand, four hundred square feet and has a lobby designed to handle anticipated capacity.

10. Special Considerations

School facility planners are encouraged to provide flexible learning spaces, the open concepts, laboratories, specialized computer facilities and other innovations as are permissible upon evaluation and approval by the state superintendent of schools.

11. Exceptions

Any exception to the school facilities standards are approved in advance by the state superintendent of schools. When exceptions have been considered and disapproved the county board of education has the right to petition the state board of education.

12. Regionalization

School facility standards can be achieved through cooperative efforts of county boards of education. The development of regional facilities, programs, and staff to meet the standards is a viable alternative.

13. Public Use of School Facilities

Public utilization of school facilities is encouraged after regular school hours.

Prioritized List of Requirements
for
Implementing School Facilities Standards

Phase I - 3 Yrs.
Phase II - 3 Yrs.
Phase III - 5 Yrs.
Phase IV - 6 Yrs.

Personnel	Services	Facilities
Phase I State Level: 1. With passage of an ongoing, adequately funded state operated program of facility construction, the state will acquire the following recommended minimum staff: 1 Architect 1 Engineer - Mechanical, Electrical and Structural 1 Educational Facility Planner 2 Support Staff County Level: Counties will designate personnel necessary to perform facilities data gathering and reporting functions.	Phase I State Level: 1. With passage of an ongoing, adequately funded state operated program of school facility construction, the state will develop the capacity to provide all services necessary to assist counties in meeting their obligations in regard to facilities construction. County Level: The county will develop the capacity to perform the following services: 1. Conduct facility need assessment in relation to county's ability to meet the facility standards. 2. Develop facility master plan which priorities facility needs.	Phase I With passage of an ongoing, adequately funded, state operated program of school facility construction, criteria will be developed to fund school projects. 1. All existing school facilities which are determien to be inadequate in terms of safety or health standards will be given first priority in approving county comprehensive educational facilities plans during Phase I. 2. Building needs due to severe overcrowding or a significant influx of new student populations will be given second priority in approving county comprehensive educational facilities plans during Phase I.
Phase II State Level: 1. Maintain personnel provided in Phase I. County Level: 1. Maintain as in Phase I.	Phase II State Level: 1. Maintain services as provided in Phase I. County Level: 1. Update facility master plan. 2. Oversee implementation of county facility plan.	Phase II 1. Priorities provided in Phase I will be maintained in Phase II. 2. Projects to modernize, by addition and/or alterations to existing schools will be given next priority during Phase II. 3. Projects providing new facilities will be given next priority during Phase II.
Phase III State Level: 1. Maintain personnel provided in Phases I and II. County Level: 1. Maintain as in Phases I and II.	Phase III State Level: 1. Maintain services as provided in Phases I and II. County Level: 1. Maintains services as provided in Phase II.	Phase III 1. Priorities provided in Phases I and II will be maintained during Phase III. 2. Projects to provide less critical support facilitie will be given next priority during Phase III.
Phase IV State Level: 1. Maintain personnel provided in Phases I, II, and III. County Level: 1. Maintain as in Phases I, II and III.	Phase IV State Level: 1. Maintain services as provided in Phases I, II and III. County Level: 1. Maintain services as provided in Phases II and III.	Phase IV 1. Priorities provided in Phases I, II and III will b maintained in Phase IV.

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ADMINISTRATION OF SCHOOL FACILITIES PROGRAM

B. Program Delivery

1. Documentation of Need

An informal statewide survey of school facilities was completed in 1981. This survey indicated that county school facilities contained a total of 41,775,571 square feet of space with an average square footage per pupil of 99 square feet. In 20 West Virginia counties, however, the average space allotment per elementary student was 75 square feet or less, with the lowest county averaging only 53 square feet per student. In 19 counties the average space allotment per secondary school student was 90 square feet or less with the lowest county averaging only 50 square feet per student. This information documents the need for an on-going program of school facility construction in West Virginia.

2. Methods of Funding

West Virginia Code §18-9A-21 mandates that school facilities shall be provided on the basis of need. If need is to be the basis of funding, a system of full state funding for facility construction should be considered.

3. Alternative Models for Administration of a Full State Funding Program

3.1 Alternative One

State school building authority, consisting of five to seven state officials who will make school facility construction decisions. Action of the authority will be based upon criteria developed by the legislature or the state board of education.

3.2 Alternative Two

State school building authority, consisting of five to seven persons appointed by the governor, who will make school facility construction decisions. Action of the authority will be based upon criteria developed by the legislature or the state board of education.

3.3 Alternative Three

Constitutional amendment authorizing statewide bond issues to finance school facilities. Funding criteria will be developed by the legislature or the state board of education.

3.4 Alternative Four

Citizens commission, prescribed by statute and appointed by the governor, legislature or the state board of education will determine the criteria to be used in funding school facility construction.

4. Staffing the Program

Adequate staff must be available at the state level to:

4.1 Assist counties in planning and recommending capital improvements designed to bring facilities into compliance with state standards.

4.2 Conduct on-site reviews and evaluations of county plans for capital improvements to insure efficient and economical administration of the state program.

4.3 Review and analyze existing and proposed school sites for county boards of education.

4.4 Assist county boards of education in the evaluation of the existing facilities and their ability to adequately house planned educational programs.

4.5 Assist counties in developing educational specifications for additions, renovations or new facilities that insure present and future compliance with educational programs and state and federal laws.

4.6 Establish criteria for the funding of capital improvement projects.

4.7 Develop procedures and review design, construction and specification documents to insure the inclusion of planned economies and other efficiencies.

4.8 Coordinate the review and approval process of plans and specifications on individual projects by intergovernmental agencies (fire marshal, health, highways, vocational rehabilitation.)

4.9 Provide fiscal accountability by maintaining appropriate project records.

4.10 Perform all other activities mandated by legislation or state board policy.

C. Possible Revenue Sources

1. Oil excise tax.
2. Allow the business and occupation tax as a deduction and not a credit to the corporate net income tax.

3. Surtax on personal income tax.
4. Business and occupation tax increase on coal.
5. Increase business and occupation tax on manufacturing.
6. Statewide property tax for school construction.
7. Reallocation of public utility property tax.
8. Diversion of county property tax revenues.
9. Use of revenue bonds.
10. State lottery.
11. Taxes on items such as food, gasoline and fuel, cigarettes, beer, wine, liquors, etc.
12. Constitutional amendment to provide for a statewide school bond referendum to be paid by taxing property in the same manner that county boards of education now pay off bonded indebtedness.

School Finance Program

The goals of the school finance program are to: (1) correct the constitutional deficiencies of the present funding system; (2) provide direct and indirect costs necessary to provide a high quality educational program; and (3) address the funding needs of specific educational programs and services. The school finance program will fulfill these goals in an equitable, yet thorough and efficient manner.

I. Objectives of the School Finance Program

The major objective of the school finance program is to provide a system of financing the public schools of West Virginia which will meet constitutional tests. To achieve a constitutionally acceptable proposal, the following areas are addressed:

Salaries - Because salary differences from county to county are largely a result of differences in county wealth and rely almost totally upon excess levy funds, the plan equalizes the salaries of professional and of service personnel and eliminates the authority of county boards to supplement salaries beyond present levels. The plan establishes statewide salary schedules which are one percent above the level of the present highest paying county. This allows the state to reach uniformity without requiring salary reductions. The salary schedules provide for state funding of overtime, extended term employment, extra-curricular activities, and for substitutes' salaries. Upon implementation of the new salary schedules, employees in the current lowest paying counties will get large annual increases, while these in in the highest paying counties would get minimal increases.

Other current expense - In order to make step six of the present formula constitutional, it is necessary to fully fund current expenses, including costs associated with the purchase of instructional materials and equipment. A substantial increase is recommended in this formula step; however, substitutes' costs are transferred to steps one and two.

Funds for implementing new standards - As new standards required by the master plan are put in place, legislative appropriations will be required for implementation. For each proposed standard recommended to the legislature, the state department of education will prepare a fiscal statement indicating the total additional costs required in each county for full implementation. Funding could be placed in a separate sub-item of step seven of the formula. Allocations will be made to the counties on the basis of need.

Local share - A major objective regarding local share is to capture all possible local dollars presently available so as to devote these resources equitably for the purpose of funding the thorough and efficient educational program.

Excess levies - It is recognized that public education cannot immediately cast aside the substantial funding now realized from local excess levies. However, the use of these funds must be altered to remedy the wealth disparities among the counties that lead to unequal funding of education. Excess levies should be maintained and fully utilized to fund the public schools, with a statewide one hundred percent excess levy being offered to the voters as soon as possible. This would allow wealth disparities among the counties to be minimized by funding on a statewide instead of a local basis. The statewide excess levy should be used to support equalized salaries and other expense now being supported by existing county excess levies over a period of years. A statewide levy would displace and eliminate reliance on the local levies and will do much to equalize funding of educational programs.

Staff - Professional and service employee staffing ratios would be established annually by the legislature. Such ratios are directly related to the educational standards as provided in the master plan and adopted by the state board of education.

II. The Comprehensive School Financing System

Several existing statutes will have to be amended or repealed in order to provide a comprehensive equitable school financing system. Statutory changes recommended for implementation in Phase II are:

1. (§18-9A-1) Public school support plan; intent and purpose.

The intent of this article is to provide a plan of financial support for the public schools to meet the constitutional requirement of a thorough and efficient system that satisfies the equal protection mandates of the Constitution, to be known as the West Virginia public school support plan, to fix statutorily both state and county responsibility for financing of the same, and to effect a comprehensive foundation support plan that shall provide for program growth which will assume more equitable educational opportunity for all children and youth irrespective of where they may live. (Changes underlined.)

2. (§18-9A-2) Definitions.

For the purpose of this article:

a. "State board" means the West Virginia board of education.

b. "County board" or "board" means a county board of education.

c. "Professional salaries" means the state legally mandated salaries of professional personnel as provided in article four [§18A-4-1 et seq.], chapter eighteen-A of this Code. (Change underlined.)

d. "Professional personnel" shall mean all certified and authorized professional or technical personnel not included in definition of "service personnel" in this section, and shall include all days of employment of such personnel. (Changes underlined.)

e. "Professional instructional personnel" means a professional educator whose regular duty is as that of a classroom teacher, librarian or counselor. A professional educator having both instructional and administrative or other duties shall be included as professional instructional personnel for that ratio of the school day for which he is assigned and serves on a regular full-time basis in appropriate instruction, library or counseling duties. (Delete this definition.)

f. "Service personnel salaries" shall mean the state legally mandated salaries for service personnel as provided in section eight-a [§18A-4-8a], article four, chapter eighteen-A of the Code. (No change.)

g. "Service personnel" shall mean all authorized personnel as provided for in section eight [§18A-4-8], article four, chapter eighteen-A of this Code, and shall include all days of employment of such personnel: Provided, however, that the computation of salary for any such person employed for three and one-half hours or less per day as provided in section eight-a [§18A-4-8a], article four, chapter eighteen-A of this Code, shall be calculated as one-half an employment day. (Changes underlined and counting method of service personnel deleted.)

h. "Net enrollment" means the number of pupils enrolled in special education programs, early childhood programs and grades one to twelve, inclusive, of the public schools of the county, all adjusted to the equivalent of the instructional term and in accordance with such eligibility requirements and regulations as established by the state board, but no pupil shall be counted more than once by reason of transfer within the county or from another county within the state, and no pupil shall be counted who attends school in this state from another state. (Change underlined.)

i. "Adjusted enrollment" means the net enrollment plus twice the number of pupils enrolled for special education, all adjusted to the equivalent of the instructional term and in accordance with such eligibility requirements and regulations as established by the state board, but no pupil shall be counted more than once by reason of transfer within the county or from another county within the State, and no pupil shall be counted who attends school in this State from another state. (Delete this definition.)

j. "Levies for general current expense purposes" means on each hundred dollars of valuation, twenty-two and ninety-five one-hundredths cents on Class I property, forty-five and ninety one-hundredths cents on Class II property, and ninety-one and eighty one-hundredths cents on Classes III and IV property. (Changes underlined.)

k. "Average expenditure per pupil" for the State and the several counties means the total of (a) expenditures from, (b) transfers from and (c) current year outstanding obligations of a county's current expense fund budget; plus (d) current year's property tax revenues collected for the permanent improvement fund; minus (a) any expenditure, transfer or current year's outstanding obligation of federal funds and (b) revenues from increased levies approved by voters as provided in section ten [art. X, §10], article X of the Constitution of West Virginia in the current expense fund which net expenditure found is divided by the number of students in adjusted enrollment. The data used for such computation shall be that of the second preceding school year. (Delete this definition.)

l. "Basic resources per pupil" for the State and the several counties means the total of (a) property tax revenues computed at the maximum regular levy rates as provided by section six-c [§11-8-6c], article eight, chapter eleven of this Code, at a uniform rate of ninety-five percent, but excluding revenues from increased levies as provided in section ten [art. X, §10], article X of the Constitution of West Virginia, and (b) basic state aid as provided in sections twelve and thirteen [§§18-9A-12 and 18-9A-13] of this article, but excluding the foundation allowance to improve instructional programs as provided in section ten [§18-9A-10] of this article, this total divided by the number of students in net enrollment: Provided, that any year's allocations to the counties of the eighty percent portion of the foundation allowance to improve instructional programs, as provided in section ten [§18-9A-10] of this article, shall be determined on the basis of the immediately preceding school year's basic resources per pupil. (Changes underlined.)

3. (§18-9A-3) Total state comprehensive foundation program.

The total basic foundation program for the state for any year shall be the sum of the computed costs for the counties in aggregate, as hereinafter determined, for the following:

(1) Allowance for professional personnel;
(2) Allowance for service personnel;
(3) Allowance for fixed charges;
(4) Allowance for transportation cost;
(5) Allowance for administrative cost; (Delete.)
(5) Allowance for other current expense;
(6) Allowance to improve instructional programs.

4. (§18-9A-4) Foundation allowance for professional personnel.

The foundation allowance to the county for professional personnel shall be the amount of money required to pay the state salaries, in accordance with provisions of article four, chapter eighteen-A of this Code, to such personnel employed, as follows:

(1) For the number of professional personnel employed to meet established educational standards and the employed growth in number additionally authorized to meet established educational standards as originally funded by either the state or the county with funds available for that purpose, all based on the state teachers' salary schedule;

(2) For co-curricular and extra-curricular activities not included in the authorized extended days of the minimum employment term, an allowance at a rate of (to be determined) of sub-paragraph (1) of this section;

(3) For employment of professional personnel substitutes, an allowance at a rate of (to be determined) of sub-paragraph (1) in this section, and;

(4) For the number of professional personnel employed with added responsibilities of position to meet established educational standards and the employed growth in number additionally authorized to meet established educational standards as originally funded by either the state or the county with funds available for that purpose, all based on the indices to the state teachers' salary schedule:

(5) Provided, that where two or more counties join together in support of a vocational or comprehensive high school or any other program or service, the authorized number of professional personnel and their salaries for such school or program shall be prorated among the participating counties on the basis of each one's enrollment therein, but such salaries shall be paid to the county acting as the fiscal agent for such school or program. (Changes or additions underlined. Deletions are: 55/1000 limit; growth rate of 20% or no fewer than 5, and; minimum of 49/1000 "professional instructional personnel.")

5. (§18-9A-5) Foundation allowance for service personnel.

The foundation allowance to the county for service personnel shall be the amount of money required to pay the state salaries, in accordance with provisions of article four, chapter eighteen-A of this Code, to such personnel employed, as follows:

(1) For the number of service personnel employed to meet established educational standards and the employed growth in number additionally authorized to meet established educational standards as originally funded by either the state or the county with funds available for that purpose, all based on the state salary schedule for service personnel;

(2) For co-curricular and extra-curricular activities not included in the authorized extended days of the minimum employment term and for overtime, an allowance at a rate of (to be determined) of sub-paragraph (1) of this section;

(3) For employment of service personnel substitutes an allowance at a rate of (to be determined) of sub-paragraph (1) in this section:

(4) Provided, that where two or more counties join together in support of a vocational or comprehensive high school or any other program or service, the authorized number of service personnel and their salaries for such school or program shall be prorated among the participating counties on the basis of each one's enrollment therein, but such salaries shall be paid to the county acting as the fiscal agent for such school or program. (Changes or additions underlined. Deletions are: 34/1000 limit and growth rate of 10% or no fewer than 2.)

6. (§18-9A-6) Foundation allowance for fixed charges.

The total allowance for fixed charges shall be the sum of the following:

(1) The sum of the foundation allowance for professional personnel and the foundation allowance for service personnel, as determined in sections four and five above, multiplied by the current social security rate of contribution; plus

(2) The sum of the foundation allowance for professional personnel and the foundation allowance for service personnel, as determined in sections four and five above, multiplied by the current rate of unemployment compensation contribution set out in section five, article five, chapter twenty-one-a, for employers who have been employers for less than thirty-six months, plus the rate set out in paragraph (b), section five, article five, chapter twenty-one-a, as long as said additional tax shall continue; plus

(3) The sum of the foundation allowance for professional personnel and the foundation allowance for service personnel, as determined in sections four and five above, multiplied by the rate which is derived by dividing the total contributions for workman's compensation for professional personnel and service personnel by the total of the state minimum salaries. The computation of this rate shall be determined by using data of the most recent year for which available. (Changes underlined.)

7. (§18-9A-7) Foundation allowance for transportation cost.

The allowance in the foundation school program for each county for transportation shall be the sum of the following computations:

(1) The total transportation cost, within each county, for maintenance, operation and related costs, exclusive of all salaries; (Changed from 80% to total.)

(2) The total cost, within each county, of insurance premiums on buses, buildings and equipment used in transportation: Provided, That such premiums were procured through competive bidding; (No change.)

(3) An amount equal to eleven and one-tenth percent of the current replacement value of the active bus fleet and spare buses up to 10 percent of the active bus fleet or no fewer than three spare buses within each county as determined by the state board, such amount to be used only for the replacement of buses: Provided, That the percentages used shall be twelve percent for the school year beginning the first day of July, one thousand nine hundred eighty-two, and twelve and five-tenths percent for the school year beginning on the first day of July, one thousand nine hundred eighty-three and thereafter; (Changes underlined.)

(4) The total cost of contracted transportation services and public utility transportation within each county that has been approved in advance by the state board; and (Changes underlined and 80% changed to total.)

(5) Aid in lieu of transportation equal to the state average amount per pupil for each pupil receiving such aid within each county.

The total state share for this purpose shall be the sum of the county shares: Provided, That no county shall receive an increase in allowance per mile greater than the state average increase per mile. (Changes underlined.)

8. (§18-9A-8) Foundation allowance for administrative cost.

The allowance for administrative cost shall be equal to seven-tenths of one percent of the allocation for professional educators, as determined in section four of this article. Distribution of the computed allowance shall be made to the counties in equal amounts. (Delete this section.)

9. (§18-9A-9) Foundation allowance for other current expense.

The total allowance for other current expense shall be twenty percent of the sum of the computed state allocation for professional personnel and service personnel as determined in sections four and five of this article. Distribution to the counties shall be made proportional to net enrollment, with X percent to be used for direct instructional costs of textbooks, supplies, materials and equipment for general education programs, including compensatory education programs, X percent to be used for special education direct instructional costs, X percent to be used for vocational education direct instructional costs, X percent to be used for regional education service agencies and the balance to be used for all other educational and operational costs. (Changes and additions underlined. Provision for substitutes moved to salary allowances.)

10. (§§18-9A-10 and 10a) Foundation allowance to improve instructional programs.

Commencing with the school year beginning on the first day of July, one thousand nine hundred eighty-three, and thereafter, funds which accrue from allocations due to increase in total local share above that computed for the school year beginning on the first day of July, one thousand nine hundred eighty-one, from balances in the general school fund, or from appropriations for such purpose shall be allocated to increase state support of counties as follows:

Fifteen percent of the accrued funds shall be allocated to the counties proportional to net enrollment. Eighty percent of the accrued funds shall be allocated according to the following plan for progress toward and to basic resources per pupil equity: Beginning with the county which has the lowest basic resources per pupil and progressing through the counties successively to and beyond the county with the highest basic resources per pupil, the funds available shall be allocated in amounts necessary to increase moneys available to the county or counties to the basic resources per pupil level, as nearly as is possible, of the county having the next higher basic resources per pupil. Five percent of the accrued funds shall be allocated among the 20 percent of the counties with the least net enrollment in the following manner: beginning with the county which has the lowest property tax revenues per pupil, as defined in subdivision (a) of the definition of "basic resources per pupil" in section two of this article, and progressing through the counties of this group successively to and beyond the county with the highest property tax revenues per pupil, the funds available shall be allocated in amounts necessary to increase moneys available to the county or counties to the property tax revenues per pupil, as nearly as is possible, of the county having the next higher property tax revenues per pupil: Provided, that moneys allocated by provision of this section shall be used to improve instructional programs according to a plan for instructional improvement which the affected county board shall file with the state board by the first day of August of each year, to be approved by the state board by the first day of September of that year if such plan substantially complies with standards to be adopted by the state board. Such instructional improvement plan shall be made available for distribution to the public at the office of each affected county board. (Section 10a, applicable to FY'83, deleted. Remaining copy is of section 10, with changes underlined. Also deleted are provisions that counties lay maximum levies and that incentive provisions used first.)

11. §(18-9A-11) Computation of local share; appraisal and assessment of property.

(a) On the basis of the most recent survey of property valuations in the state, completed as to all classes of property in all counties determined by the tax commissioner under present or former provisions of this article, the state board shall for each county compute by application of the levies for general current expense purposes, as defined in section two of this article, the amount of revenue which such levies would produce if levied upon the total assessed value of each of the several classes of property contained in the report or revised report of such value, made to it by the tax commissioner as follows: (1) The state board shall first make ninety-seven and one-half percent of the amount ascertained by applying these rates to the total assessed public utility valuation in each classification of property in the county. (2) The state board shall then apply these rates to the assessed value of other property in each classification in the county as determined by the tax commissioner and shall deduct therefrom five percent as an allowance for the usual losses in collections due to discounts, exonerations, delinquencies and the like. The amount so determined shall be added to the ninety-seven and one-half percent of public utility taxes computed as provided above and this total shall be the local share of the particular county.

In addition to the above local share of the particular county, local share of the county shall include the proportion of stated or determined provisions of existing excess levies which are covered by the expansion of allowances for professional personnel, service personnel, fixed charges, transportation cost, and other current expense, as set forth in this article. This additional amount of local share for existing excess levies shall not be counted as an increase in local share in determining the foundation allowance to improve instructional programs. (Changes and additions underlined.)

(b) Subsections (b) through (m), inclusive, relating to appraisal and assessment of property are not changed.

12. (§18-9A-12) County basic foundation; total basic state aid allowance.

The basic foundation program for each county for the fiscal year shall be the sum of the amounts computed in accordance with the provisions of sections four, five, six, seven, eight, nine and ten [§§18-9A-4, 18-9A-5, 18-9A-6, 18-9A-7, 18-9A-8, 18-9A-9 and 18-9A-10] of this article. On the first working day of July in each year, the state board shall determine the basic foundation program for each county for that fiscal year. Data used in the computations relating to net enrollment, professional and service personnel, shall be for the second month of the prior school term. Transportation expenditures used in these computations shall be for the most recent year in which data are available. The allocated state aid share of the county's basic foundation program shall be the difference between the cost of its basic foundation program and the county's local share as determined in section eleven [§18-9A-11] of this article.

Total basic state aid to the county shall be the computed state share of basic foundation support. After such computation is completed, the state board shall immediately certify to each county board the amount of state aid allocated to the county for that fiscal year, subject to any qualifying provisions of this article. (Changes underlined with references to professional educators and adjusted enrollment removed.)

13. (§18-9A-13) Allowance for loss reduction.

The present provisions of this section allow for appropriations to those counties that would have received less in new formula allowances enacted for 1981-82 compared to previously existing formula and funding allowances. The appropriations, beginning with 1981-82, are for a period of five years. This section will have to be reconsidered and either deleted or revised depending on the outcome and implementation of the new recommended system.

14. (§18-9A-14) Incentive for staffing improvement.

(a) In order to encourage counties to move toward new and improved programs and to reduce class size, counties having ratios of adjusted enrollment to professional staff higher than the state average will be granted advance funds to employ sufficient additional staff to reach the state average: Provided, that in any one fiscal year no more than one half of such additional staff may be counted under this provision. Such funds shall be granted to each eligible county based on data at the end of the second month of school but only on the basis of actual staff members employed.

(b) Counties having ratios of adjusted enrollment to service personnel higher than the state average will be granted funds to employ service personnel to progress toward the state average: Provided, that in any fiscal year the number of service personnel for which funds are allocated shall not exceed that number of service personnel by which the counties' computations for allocations may be increased as provided in section five of this article. (Delete this section.)

15. (§18-9A-15) Allowance for increased enrollment.

To provide for the support of increased net enrollments in the counties in a school year over the net enrollments used in the computation of total state aid for that year, there shall be appropriated for that purpose from the general revenue fund an amount equal to the average total state aid per net pupil multipled by the total of all the increases in the net enrollments of the counties made by comparing the most recent reports of net enrollment for the second school month to the immediately previous year's reports for the same school month.

Upon determination of the several increases in the respective counties' net enrollments, as of the close of the second school month, each county showing such increase shall be allocated an amount equal to that county's average per net pupil total state aid multiplied by the increase in that county's net enrollment determined as provided heretofore. Such allocations shall be distributed not later than December thirty-one of each year to the counties having increases in net enrollment as heretofore provided. If the amount appropriated for this purpose shall not be sufficient to provide payment in full for the total of these several allocations, each county allocation shall be reduced to an amount which is proportionate to the appropriation compared to the total of the several allocations, and the allocations as thus adjusted shall be distributed to the counties as provided in this section.

No provision of this section shall be construed to in any way affect the allocation of moneys for educational purposes to a county under other provisions of law. (No change.)

16. (§§18-9A-16 to 21, inclusive)

No changes are necessary at this time for section 16 through 21.

17. (§18-9A-22)

Recommended changes to §18-9A-22 include deletion of the penalty clause and the addition of "substantial full approval" as a recognition status category.

18. Other recommended additional allowances.

a. An additional provision is recommended to fund experience and advanced training increments for the allowed number of professional personnel and to fund experience increments and changes in pay grades for the allowed number of service personnel on a current basis rather than be based on the preceding year's salary levels, with an additional adjustment for the appropriate fixed charges.

b. An additional provision is recommended that would fully equalize any uncharged portion of existing excess levies after fully implementing the recommended comprehensive school financing system.

19. State salary schedules.

a. Present state minimum salary schedules for teachers, per §18A-4-2, and for service personnel, per §18A-4-8a, will be changed to reflect state salary schedules one percent higher than any county's prevailing salary schedules. Salary increases approved during Phase I will be proportionately distributed to the counties to accomplish salary equity.

b. Present state minimum salary increments for principals, per §18A-4-3, will be changed by establishing of indices (to be determined) for principals, assistant principals, as well as for other professional administrators and supervisors slightly higher than any county's prevailing salary schedules. It is further recommended that actual salaries for county superintendents and regional education service agency (RESA) executive directors continue to be set by county boards and RESA boards, respectively. Salaries for these positions are to be funded at the level of the assistant superintendent's index.

c. The present authority of county boards to establish supplemental salary schedules to state minimum salary schedules, per §§18A-4-5 and 8, et al, will be suspended in conjunction with the establishment of higher and exclusive state salary schedules for all personnel.

d. Rates of payment to substitute personnel, per §§18A-4-7 and 15, to be changed to a flat rate or amount (to be determined) as set by statute or policy.

III. Phases of Implementation

Implementation of the recommended comprehensive school financing system together with recommended educational standards and improved facilities will require a period of years to be accomplished. Funding resources as well as additional qualified staff are limited. Increases in property tax revenues over the next three fiscal years of 1983-84, 1984-85, and 1985-86, will not be at an appreciable rate because of the recently approved constitutional tax limitation amendment. But not until fiscal year 1986-87 (tax year 1986) can property tax increases begin to bear a proportionate part of the additional expense necessary to provide quality educational standards and facilities. Additional funds, appropriated by the state for public education in the immediate future, need to be primarily devoted to overcoming the problem of salary disparities among the counties as well as to provide the highest possible level of funds to meet necessary instructional costs of textbooks, materials and equipment. Much of this additional cost for salaries and direct instructional expense can be met by charging counties the proportionate amounts of their existing excess levies that are presently used for these purposes.

A statewide excess levy, as authorized by the 1982 constitutional tax limitation amendment, should be implemented immediately. This will protect the non-renewal of expiring county excess levies and will allow the unused portion of excess levies in several counties to be available to the state for meeting a significant portion of the additional expense. After salaries and direct instructional expense are phased in, the next emphasis should be placed upon meeting goals of the recommended comprehensive school financing system as well as equalizing the numbers of staff in the counties. The third and fourth phases will address and implement quality educational standards and adequate facilities.

This recommended implementation can be summarized as follows:

1. Phase I - Fiscal years 1984 to 1986, inclusive.

a. Maintain the present staff number limits of 55/1000 professional personnel and 34/1000 service personnel, with growth for counties below these limits to be at a rate consistent with available funds from either county or state sources.

b. Use all or part of legislatively approved salary increases to equalize salaries and to provide funds to meet instructional costs of textbooks, materials and equipment by funding salaries inside the present formula.

c. Implement a statewide excess levy while charging counties the proportionate amounts of their existing excess levies that are presently used largely for these purposes.

d. Make no changes in the local share computation rates during this phase.

2. Phase II - Fiscal years 1987 to 1989, inclusive.

a. Implement goals of the recommended comprehensive school financing system, including salary equity, by fully utilizing property tax increases that start with fiscal year 1987.

b. Equalize the number of professional and service personnel among the counties.

IV. Other Recommendations

Implementation of the recommended school finance plan will correct the constitutional deficiences of the present funding formula, will include all direct and indirect costs, and will provide a funding mechanism for implementation of standards as they are adopted in statute or policy. The following related recommendations are made:

Salary equalization - The salary equalization process will be the most expensive of the reforms suggested herein and may be put in place by the enactment of an immediate limit on increases in county salary supplements and increases in related fringe benefits. To do otherwise will only compound the inequities.

Financial resources - The cost of implementing the master plan will necessitate increased financial resources. Possible sources for these funds are (1) a statewide excess levy; (2) full utilization of property tax revenues permitted under the recently adopted constitutional amendment; and (3) increases in the state general revenue fund from new taxation, raising the rates of existing taxes and/or reducing present tax exemptions.

Expanding state department of education services - As implementation of the master plan for education proceeds, the expanded role of the state department of education will call for additional staffing. For the Bureau of

Finance and Administration, two additional staff positions are needed in the county accreditation program. Additional funds for data management and travel also are required to implement the master plan.

Public libraries - Presently, special acts of the legislature require seven counties to provide a portion of their property tax revenues to support public libraries. This is a desirable public purpose; however, funding from the property tax for schools leads to disparities among the counties. Counties are charged the full amount of property tax revenues to determine their local share, but these funds are not available for direct educational purposes. It is recommended that the legislature seek alternative means of meeting public library needs on an equitable basis and that the special acts now in effect diverting the property tax revenues to public libraries in the counties of Berkeley, Cabell, Hardy, Kanawha, Ohio, Raleigh and Tyler be repealed.

Incentive grants - Funds should be made available to reward counties for innovations in reducing costs, particularly in the areas of transportation and energy consumption. An appropriated amount should be made available to the state board to fund cost-saving projects by county boards of education.

Out-of-formula programs - The present system of funding special education and vocational education outside the school aid formula should be retained in Phase I of the master plan. When the school finance plan has been approved, these costs will be fully included, thus making the formula truly comprehensive.

Pupil weighting - The state board will consider the effectiveness and viability of a weighted pupil method of financing public education in West Virginia, especially with regard to special education, vocational education, compensatory education, small schools, kindergarten, etc.

Transportation costs - The state board will consider the possible application of a cost effective model for financing pupil transportation, including a varying replacement schedule for buses, which receive different wear and tear because of different terrain and conditions, and the establishment of regional transportation services.

REF: 0282H/165-166G

SUMMARY AND CONCLUSIONS

The West Virginia Board of Education believes this master plan provides for a thorough and efficient system of public education in West Virginia through its high quality educational standards and its provisions for equal educational opportunities for all public school students. This chapter summarizes key points related to the educational, facilities and school financial programs established in the master plan. Information is also provided regarding phases of implementation, cost estimates, and statutory and policy changes.

EDUCATIONAL PROGRAM

The high quality educational program in the master plan evolves around state and county approved programs of study and specificed learning outcomes. The guiding principle for learning is that each student will have the opportunity to achieve mastery of these specified learning outcomes. Therefore, specific standards have been established for general education, vocational/technical/adult education, exceptional student education, special purpose education, and for support programs. Fifty areas have been included, ranging from art education to vocational agriculture, from pre-kindergarten to adult, and from counseling and guidance services to transportation services. Practically all aspects of the school program have been addressed.

Learning outcomes are defined as the knowledge, skills and/or attitudes that a teacher expects the student to acquire as a result of instruction within an area of study. They currently are being developed by the state department of education in cooperation with county and school personnel and are expected to be adopted as official policy of the state board prior to December 15, 1983. The master plan utilizes learning outcomes at the four levels of student development: early childhood/primary education (grades K-4), middle childhood/ junior high education (grades 5-8), adolescent/high school education (grades 9-12), and adult education.

The educational program standards provide a definition of the specific program of study or service, identify how the program is to be delivered to students, and specify assurances necessary to determine if the program has been successful.

Standards common to all educational programs provide the instructional and administrative practices which are necessary to implement a high quality educational program. The common standards address course offerings, the amount of allowed instructional time per program area, and staffing requirements. Assurances related to student evaluation, staff evaluation, program evaluation, and community relations (including a system of petition) are also included.

Standards for the specific curricular areas establish statewide programs of study which must be offered all students. These standards also provide the common and specific practices, procedures and resources necessary to provide high quality programs. Techniques and methods for assuring that the programs of study have been implemented are established in the master plan.

The master plan calls for the evaluation and classification of every public school in West Virginia and for the continued accreditation of the respective counties. Upon implementation of these high quality standards, classification and accreditation systems will be modified to assure state citizens that schools and county boards of education are in compliance with the required standards.

Educational standards in career education, alternative learning programs, summer school/extended year programs and institutionalized juvenile programs currently are under development and will be added to the master plan during Phase I.

Standards for student support services are established in the areas of library/media, counseling and guidance, social service and attendance, school psychological services, health services, transportation services, and nutrition services. Implementation on an equitable basis will provide support services which are essential to the students' educational program.

SCHOOL FACILITIES PROGRAM

As the educational programs in West Virginia become more comprehensive, the importance of quality facilities also increases. The master plan contains school facilities standards which provide the high quality facilities necessary to complement a thorough and efficient system of education.

The school facilities program provides that each county submit and annually amend a master plan for educational facilities. Under this comprehensive plan all existing school facilities are evaluated in relationship to their ability to meet the standards.

The school facilities program recommends that the state establish a statewide method of funding school facility needs. The plan calls for increased involvement of the state department of education and for the establishment of a state school building authority or similar organization which will be responsible for determining and prioritizing school facility needs.

SCHOOL FINANCE PROGRAM

One of the primary purposes of the master plan is to develop an equitable system of financing public education in the state. Major areas of concern in the plan are personnel salaries, other current expense, computation of local share, implementing statewide excess levies, and financing new educational standards.

The master plan provides that the present school aid formula generally will remain intact during Phase I. However, during this period, money which is appropriated by the legislature for salary increases will be devoted, in total or in part, to correcting the inequities that now exist in salaries throughout the state. During Phase II, a revised state aid formula will provide for full utilization of funds realized from increased property taxes and will charge back all county funds derived from local excess levies.

The master plan strongly recommends that a statewide excess levy be presented to the voters of West Virginia during Phase I. Funds received from this proposal will be used to fund components of the master plan.

PRIORITIES

The following is a list of priorities by phases:

PHASE I

- ° Develop and adopt policies for implementation of the master plan.
- ° Approve learning outcomes for the programs of study.
- ° Provide instructional materials, equipment, and supplies needed for existing educational programs.
- ° Upgrade school facilities to meet fire, health, and safety standards.
- ° Provide necessary staff at the state level to implement the master plan.
- ° Continue basic components of present state aid formula while equalizing the personnel salary increases among the counties.
- ° Passage of a statewide excess levy.
- ° Implement a statewide management information system.

PHASE II

- ° Implement a statewide testing program to determine student progress toward mastery of learning outcomes.
- ° Implement a staff evaluation procedure for all professional and service personnel.
- ° Amend school aid formula to provide equity among counties.
- ° Improve and expand facilities to meet approved thorough and efficient educational standards.
- ° Equalize program offerings and services among counties.

PHASE III and IV

- ° Expand curriculur areas, services and facilities to meet approved thorough and efficient standards.

COST ESTIMATES

The state board of education recognizes that providing cost estimates without validation may result in miscalculations; however, the following information represents the best estimate available at this time. It must be recognized, too, that costs not included in the estimate are the development and implementation of tests which monitor student achievement of learner outcomes and costs related to curriculum development, data management, professional development, co-curricular and extra-curricular activities, and extended term employment.

(Note: The cost estimates provided below identify the full cost of the new funding formula in Phase II. Additional funds appropriated by the legislature in Phase I for instructional materials/textbooks/supplies or for salary increases will reduce the Phase II costs proportionately.)

Phase I

- Additional staffing requirements for state department of education:

16 professional employees, including fixed charges and other expense	$584,830
8 service employees, including fixed charges and other expense	125,798
Total additional cost for final year of Phase I	$710,628

Phase II

- To implement new funding formula, including salary equity:	$200,271,584
- Additional staffing requirements:	
1 SDE service person, including fixed charges and other expense	15,725
1735.0 professional employees at $19,800 (estimate of average salary under new formula), including 11.28% fixed charges and 20% current expense:	45,098,618
936.7 service personnel at $11,500 (estimate of average salary under new formula), including 11.28% fixed charges and 20% current expense:	14,141,547
- Additional transportation cost:	
110 additional vehicles at $27,735 each	3,050,850

Total additional cost for personnel and transportation	$62,306,740
Total additional cost for final year of Phase II	$262,578,324
Total additional cost for final year of Phase II, including Phase I costs	$263,288,952

Phase III

- Additional staffing requirements:

1 SDE service person, including fixed charges and other expense	$15,725
891.7 professional employees at $19,800 (estimate of average salary under new formula), including 11.28% fixed charges and 20% current expense:	23,178,350
720.6 service personnel at $11,500 (estimate of average salary under new formula), including 11.28% fixed charges and 20% current expense	10,879,042

- Additional transportation cost:

83 additional vehicles at $27,735 each	2,302,005
Total additional cost for Phase III personnel and transportation	$36,375,122
Total additional cost for final year of Phase III, including Phase I and Phase II costs:	$299,664,074

Phase IV

- Additional staffing requirements:

543.9 professional employees at $19,800 (estimate of average salary under new formula), including 11.28% fixed charges and 20% current expense	$14,137,832
654.8 service personnel at $11,500 (estimate of average salary under new formula), including 11.28% fixed charges and 20% current expense	9,885,647

- Additional transportation cost:

55 additional vehicles at $27,735 each	1,525,425
Total additional cost for Phase III personnel and transportation	$25,548,904
Total additional cost for final year of Phase IV, including Phases I, II and III costs:	$325,212,978 *

* Excludes inflation and construction costs.

Financing School Facilities (Phases I-IV)

In December, 1981 the West Virginia Department of Education conducted a statewide survey of school facility needs. In some counties this survey was completed by architects and engineers, while most estimates were made by county administrators. Because of limited staff, the department of education has not conducted any on-site reviews to establish the validity of the survey results.

The total facility needs, as estimated by county officials in December, 1981, was $752,624,543. For the purpose of determining the cost of providing school facilities to meet the educational programs called for in the master plan, the figure ascertained in December, 1981, is provided as an estimate only.

The addition of an architect, engineer and educational planner to the department of education staff early in Phase I will enable the department to document the facility needs for implemeting the master plan. The department then will be able to establish reliable cost figures for the four implementation phases.

STATUTORY/POLICY CHANGES REQUIRED BY MASTER PLAN

STATUTORY CHANGES:

Phase I

1. §18-2A-1 to 9. Revise textbook adoption process to correlate with provisions of master plan.
2. 18A-4-2 and §18A-4-8a. Amend to direct salary increases to counties paying lower salaries.
3. §18A-4-5 and 18A-4-8. Amend to limit authority of county boards to provide additional salary supplements;
4. §18-5-13. Amend to require school boards to provide transportation for pupils.

5. §18-9A-2 and §18-9A-4. Amend to delete 49/1000 requirement for professional instructional personnel.
6. §18-9A-10. Amend to provide a substep in step seven to finance standards adopted by the state board.
7. §18-9A-21. Amend to implement the school facilities standards.
8. §18-9A-22. Amend to remove penalty for noncompliance.
9. §18-9C-1 through 19-9C-8. Review for possible amendments or repeal to accommodate the standards on school facilities.
10. A legislative resolution is needed to provide for a 100% statewide excess levy.

Phase II

1. §18A-4-3. Amend to provide for principals' salaries and to include assistant principals and other professional administrators.
2. §18A-4-7 and 15. Amend to permit flat rate of pay for substitute personnel.
3. §18-9A-2. Amend to redefine professional personnel; delete "adjusted enrollment" and "professional instructional personnel."
4. §18-9A-3. Amend to outline new formula.
5. §18-9A-4. Amend to provide for extended term employment, extracurricular pay, substitute pay; adjust 55/1000 to net enrollment; delete growth limit.
6. §18-9A-5. Amend to provide for service extended term employment, extracurricular pay, substitute pay, adjust 34/1000 to net enrollment; delete growth limit.
7. §18-9A-6. Amend to reflect definitions changes.
8. §18-9A-7. Amend to provide for total state reimbursement; amend growth limit.
9. §18-9A-8. Repeal administrative cost.
10. §18-9A-9. Amend to increase from 4% to 20%; set sub-step percentages for general, vocational, and special education and RESAs; substitute costs transferred to §18-9A-4 and 5.
11. §18-9A-10. Amend to provide 5% of step 7 funds to small counties.
12. §18-9A-11. Amend to require full equalization of local excess levies.
13. §§18-9A-11 and 19-9A-2. Amend to fully charge back regular levies.
14. §18-9A-12. Amend to reflect definitions changes.

15. §18-9A-13. Amend or repeal allowance for loss reduction.

16. §18-9A-14. Repeal incentive for staffing improvement.

17. Legislation is needed to fund increased experience and training increments for personnel on a current basis.

STATE BOARD OF EDUCATION POLICY CHANGES:

Phase I:

1. To implement the master plan, the state board will develop and adopt policies for implementation in the following areas:

   a. General Education

   b. Vocational, Technical and Adult Education

   c. Exceptional Student Programs

   d. Special Purpose Programs

   e. Support Programs

   f. School Facilities

   g. School Finance

CONCLUSIONS

The development of the master plan for a thorough and efficient system of public education in West Virginia has been a herculean task. The state board of education and the state superintendent of schools are eternally grateful to the members of the *Pauley v. Bailey* advisory committee, the employees of the state department of education and others who contributed so much to this important project.

The master plan is a living, breathing document which will be revised as needs change. It is simply a road map to take public education from where it is in 1982 to where it must be when a high quality system of public education is provided.

West Virginia's most important resource is its children and youth. By implementing this master plan, they will be provided with a high quality education.

FIRST JUDICIAL CIRCUIT
OHIO, BROOKE AND HANCOCK COUNTIES

ARTHUR M. RECHT, JUDGE
OHIO COUNTY COURTHOUSE
WHEELING, WEST VIRGINIA

March 4, 1983

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RE: Pauley, et al v. Bailey, et al
Civil Action No. 75-1268

Gentlemen:

Enclosed please find a copy of the Final Order in regard to the Education Programming and Financing claims.

Very truly yours,

ARTHUR M. RECHT
Judge

AMR/nlb
Enclosure

cc: Phyllis Cole, Clerk

IN THE CIRCUIT COURT OF KANAWHA COUNTY, WEST VIRGINIA

JANET PAULEY, et al., :
Plaintiffs, :
vs. : CIVIL ACTION NO. 75-1268
LARRIE BAILEY, et al., :
Defendants. :

FINAL ORDER
EDUCATION PROGRAMMING AND FINANCING
(Absent Property Tax Issue)

The Opinion, Findings of Fact, Conclusions of Law and Order, formerly entered on May 24, 1982, found that the method of financing public education in West Virginia, did not comply with West Virginia Constitution XII, § 1, which mandates that the Legislature shall provide by general law for a thorough and efficient system of free schools.

An adjunct to that decision required a Commissioner to be appointed to develop standards for a high quality system of education as defined in Pauley v. Kelley, _____W.Va._____, 255 S.E.2d 855 (1979), and to suggest methods to finance that system. Specifically, the structure of the master plan for public education was to contain: (1) legislative proposals to implement every component of a thorough and efficient and equal educational system, including (a) the ingredients of a high quality system of education and (b) the resources necessary to guarantee deliverance of that system; and (2) all administrative or other regulatory proposals to implement a thorough and efficient and equal educational system.[1]

Thereafter, by Order of September 1, 1982, following the announcement by the defendants, State Superintendent of Schools and West Virginia Board of Education, that they were abandoning any appeal of the May 24, 1982 decision, this Court granted the request of the Superintendent and Board that a responsible committee be appointed in lieu of a commissioner to develop the master plan of public education.

The concept of the development of a master plan, as further articulated in the supplemental opinion dated May 11, 1982, was to provide the legislature of this State with the cooperation of the representatives of all affected parties -- the litigants, interested individuals, groups and associations, and the executive branch of government -- suggested guidelines or a blueprint by which constitutional entitlement may be measured.

The master plan was to be an aid to the Legislature to define the requirements of the thorough and efficient clause of the Constitution. The plan was not and is not intended to intrude upon any legislative prerogative.

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[1] The master plan was also to contain a remedial plan prepared by the State Tax Commissioner directed at correcting all of the deficiencies of the property tax system, identified in Findings of Fact 304-336, and Conclusions of Law 36-48. Following the pronouncement of these Findings and Conclusions, and the request to prepare a remedial plan of action by the State Tax Commissioner, the Property Tax Limitation and Homestead Exemption Amendment of 1982 was passed at the general election conducted in November, 1982. The Property Tax Limitation and Homestead Exemption Amendment of 1982 may have substantial impact upon the finding and conclusions, a deferral of the plan is being requested by the State Tax Commissioner. see infra.

A coalition of interested parties, under the aegis of the State Superintendent of Schools and the West Virginia Board of Education, utilizing the holdings in both Pauley v. Kelley, supra. and the case sub judice, have prepared and submitted to this Court for consideration a Master Plan for a Thorough and Efficient System of Public Education in West Virginia, which plan is hereby

ORDERED filed as part of the record in this case.

The master plan is a commendable document, representing many hours of intense labor. For the most part, the plan is shaped to the contours of Pauley v. Kelley, supra., and the case sub judice, with remarkable fidelity.

The plan adopts a comprehensive description of standards for a high quality system of education, necessary to establish a foundation for learning in West Virginia Schools, which may be construed as a recommendation to the Legislature as an example of a thorough and efficient system as defined in Pauley v. Kelley, supra.

The plan is structured in a manner to address the critical deficiencies which require remedial action in, (1) establishing the standards of a high quality system of education, using as a guide the four (4) components of that system: curriculum, personnel, facilities, and materials and equipment; and (2) the financing of a thorough and efficient system of education.

In regard to the education standards, this Court finds that, while there may be some disparity between the findings and conclusions heretofore entered, they incorporate to a large degree, an adequate blueprint for legislative action in terms of curriculum, personnel, facilities, materials and equipment.

In regard to the finance portion of the plan, recognition is made that it meets the general goals as delineated in Conclusions of Law 26-29. Specifically, the plan does recognize the inequity that permeates the entire financing structure created by the use of local excess levies. Further, the plan properly concludes that substantial funding currently realized from local excess levies, "cannot immediately (be) cast aside" (emphasis supplied). The plan then recommends the use of a state-wide one hundred (100) percent levy as authorized by the Property Tax Limitation and Homestead Exemption Amendment of 1982.

However, as with the educational program portion of the plan, the financing structure, does in the view of this Court, contain an inappropriate recommendation regarding the time in which the four (4) phases of the plan is to be implemented.

The plan establishes a specified time sequence, designed to implement all aspects of the delivery of a thorough and efficient system of public education. While there is no quarrel with the concept of structuring a gradual phasing in of the varied aspects of the plan, this Court concludes, that the specific recommendation of deferring full implementation over a period of seventeen (17) years should not be integrated within an approved plan.

This Court does not consider it appropriate at this time to recommend any fixed timetable. The Legislature should initially be given an opportunity to do this. Certainly it must be recognized that some gradual implementation of the proposed legislative program is justified. A phasing structure based upon a system of priorities must be viewed as an inevitable result of years of prior inattention to the needs of public education throughout this State. However, the time sequence of complete implementation must be measured by establishing priorities in conformity with the plan, tempered by available resources, so as to guarantee that a thorough and efficient system of free public schools is available at the earliest practicable time.[2]

The plan is also deficient in the omission of a grievance procedure. One of the more fundamental conclusions in this case was that, once the Legislature by general law provides a thorough and efficient system of free schools, there must be established sufficient procedural safeguards for the delivery of that system on a county level. Conclusion of Law 56, required the adoption of a grievance mechanism to resolve disputes which may arise when there may be a failure at the local level to carry out a legislative mandate. The plan does not address the critical issue of what remedy a citizen has if the local school authorities are ignoring their responsibilities imposed by legislative sanction. A grievance procedure to redress the failure to provide elements of a high quality system of education must be provided to include a proper and timely opportunity of a citizen to be heard before an impartial official.

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[2] As noted above, this Court concurs with the recognition in the plan that reliance upon local excess levies cannot be immediately eliminated. These levies, while at the root of the financial disparity among the various counties of the State, are nonetheless built into the public school financing system. While again, it would not be appropriate to suggest a fixed time period within which counties must be weaned away from reliance upon excess levies in order to commence the curative process, such should occur at the earliest practicable time.

The master plan, with the exception of the deficiencies recited herein[3], does provide an adequate blueprint for both legislative and executive action. In the final analysis, the legislature and executive branches must be given an opportunity to address the fundamental changes necessitated by the judicial pronouncement that what now exists does not conform to West Virginia Constitution Article XII, § 1.

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[3] This Court has received comments from a variety of interested groups and citizens, critical of various portions of the decision and the master plan. Some were directed at specific educational offerings, ranging, from reducing the time limit of music and art instruction, to the lack of a comprehensive health service plan. Others, and specifically the rather comprehensive critique offered by the West Virginia Education Project, took significant issue with many of the underlying findings and conclusions in the case sub judice, as well as the plan seeking its implementation. All comments were considered by this Court, and while they are deserving of consideration, they were not deemed to require a change in the plan as proposed. It is anticipated that during the legislative process, designed to prepare and adopt the legislation to carry out the mandate of this opinion, these and many other voices will be heard and reflected in the final product.

Further, the plan sets forth other recommendations, (Plan 347-348) which, to the extent that they conform to the law and evidence in this case are hereby approved. However, in regard to the recommendation as to public libraries (348), there was little or no evidence introduced during the trial of this case: (1) regarding the funding of these libraries, (2) that the funding from whatever source, was not available for direct educational purposes, or (3) as to the extent of disparity throughout the counties in West Virginia resulting from the funding mechanisms. This Court, accordingly, does not conclude that the issue relating to the funding of public libraries in Berkeley, Cabell, Hardy, Kanawha, Ohio, Raleigh and Tyler Counties, is sufficiently raised in these proceedings and must therefore reject this specific recommendation.

However, deferral to the Legislative and Executive branches to rectify the problems associated with education in this State, should not be interpreted as an abdication of judicial responsibility, but instead, as a good faith attempt to allow these branches the opportunity to act.

Both the legislative and executive branches have the primary responsibility for elucidating, articulating and solving the myriad of problems raised in both Pauley v. Kelley, supra., and the case sub judice. Once these branches of government act, this Court will then have to consider whether their action constitutes a good faith implementation of the governing constitutional principles announced herein. As previously indicated, during this period of transition to a thorough and efficient system of free public schools, this Court will retain jurisdiction.

As described in Footnote 1, supra., the Tax Commissioner of the State of West Virginia, has adopted the position that, despite his attempt to comply with the mandate of May 24, 1982, this Court has either been preempted from further consideration of this phase of the case, or, further judicial scrutiny should await the completion of the current session of the Legislature. Argument regarding the effect that the Tax Limitation Amendment may have upon all or part of the Findings and Conclusions set forth in the Opinion of May 24, 1982, was heard on February 25, 1983.

An outgrowth of that hearing was that all parties agreed that the Education Programming and Financing portion of the Opinion should not be delayed until the property tax issues are resolved in light of the Amendment. Further, all parties have consented to a bifurcation of these issues insofar as a final appealable order is concerned. Accordingly, pursuant to Rule 54(b) of the West Virginia Rules of Civil Procedure, final judgment is hereby

ORDERED entered upon those claims relating to Education Programming and Financing of Public Schools upon the express determination that no just reason exists for delay upon those claims. It is further

ORDERED that consideration of the claims relating to property tax appraisals/assessments, vis-a-vis the Property Tax Limitation and Homestead Amendment of 1982, shall be deferred pending further factual and/or legal development.

ENTER this 4th day of March, 1983.

Special Judge